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ABSTRACT

This document contains three papers relating to the goals, objectives, and philosophy of the social studies program of District number 81, Spokane public schools. The first paper lists the competencies and skills which K-12 students should master. The scope of the social studies program includes psychology, which focuses on developing a good self-concept; social studies skills; judgment criteria; economics; geography, which emphasizes the environment; political science and government; sociology/anthropology; and history, which stresses culture and heritage. Each of the areas is emphasized throughout the program; however, some areas receive greater emphasis at selected grade levels. Presented in a chart format, the document lists the competencies and the extent to which they should be mastered at each grade level. The second document contains an analysis and synthesis report of the social studies. The report defines the social studies and the current program of social studies in the district. Analyzed are materials and methods along with discussion of social studies trends in the region, state, and nation. The report concludes with a recommended plan of action for the continued development of the district social studies program. The final paper is a brief discussion of the philosophy of the social studies program. (JR)

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GOALS AND OBJECTIVES

THE SOCIAL STUDIES REPORT

Program Development
December, 1976

Spokane Public Schools
Spokane, Washington

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SO 009 981

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PROGRAM DEVELOPMENT LOG

PROJECT TITLE THE SOCIAL STUDIES   PROJECT NUMBER 6/7-5

BRIEF DESCRIPTION: K-12 SCOPE and SEQUENCE

SOURCE OF PROJECT: CYCLICAL CHART

PROJECT LEADER: PROGRAM DEVELOPMENT

(NUMBERS CORRESPOND TO PROGRAM DEVELOPMENT FLOW PROCESS CHART.)

		TARGET DATE ASSIGNED	DATE SUBMITTED	DATE APPROVED	REVIEWING BODIES
B 3-6	PROJECT EXPLORATION APPROVAL GIVEN BY:				
	The Superintendent/Deputy (2)				
	The Board of Directors (3)				
	Superintendent's Council (4)				
	Superintendent's Cabinet (5)	12-75			
B 7	CHARGE GIVEN TO FRANK WINDISHAR Project Leader	9-3-75			
	Preliminary Audit 000 Program Projects				
	970 or 980 Pro. Project				
	All other Pro. Projects				
D 17	ANALYSIS & SYNTHESIS REPORT	11-75	11-75	12-75	Cabinet
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	PILOT				
	IN-SERVICE				
I	PILOT - IN-SERVICE COMPLETED				
	EVALUATED				
J	TURNED OVER TO OPERATIONS				
	DEVELOPMENT COMPLETE				

N.A. = Not Applicable

ACKNOWLEDGEMENT

The Social Studies Scope and Sequence K-12 Goals and Objectives Report has been developed with the authorization of Dr. Walter A. Hitchcock, and the Cabinet which is advisory to him.

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INTRODUCTION

The Social Studies is one way to justify every other course in the curriculum. Its subject matter discusses and provides the REALITY which necessitates all other curriculum areas. It can and should provide the motivating force behind reading, writing, mathematics, science, recreation (art and music) and the like. Without a social setting, those "subjects" are meaningless. The interest factor, beyond the challenge of skill development is directly proportional to the social issues and needs brought to bear on each "subject." Individual needs, while important, have a social setting. For example... in literature, or mere story telling, one does not merely read words, beyond being entertained, one reads a social context, a social meaning, a social message. The importance of numbers lies in economics, vote count, geographical measurement of distance, keeping track of resource production and consumption, etc., not in numbers for the sake of numbers... and so on. Social Studies is the reality upon which a school curriculum should be built.

Social Studies is not a separate and independent discipline. It is not a well defined body of knowledge or content with limited and limiting boundaries, but is the SOURCE and the RETURN of all other disciplines. Social Studies is not a single, unique process. It amalgamates processes to achieve wise choices and responsible action. Social Studies is, instead, a frame of reference which draws from and feeds back into. It pervades and permeates all other disciplines. It is a study of relationships -- all relationships indirectly, but especially those relationships which involve the human person or groups of persons acting, reacting or interacting in self, mutual or collective interest. Social Studies is an attempt to integrate, to pull together the diverse and frequently conflicting elements of those relationships to achieve some sort of meaningful whole and thereby provide direction and purpose to the activities and lives of people.

Social Studies Competencies
Introductory Remarks
First Draft 11-19-76

PREFACE

This document is an attempt to arrive at a Social Studies Scope and Sequence, a program of study from the various disciplines and sub-disciplines of the Social Sciences, for the Spokane Public Schools, District 81. The goals and their components identified are intended to represent the minimum ideal consistent District program as the members of the Social Studies Review Committee believe that program should be.

The committee and its four task forces have been composed of practicing teachers and principals within the District. The committee members have made a consistent, conscientious and documentable effort to be aware of trends in Social Studies education, and, more importantly, of the thinking of their colleagues within the District. Finally, representatives of District patrons and the Spokane community at large have participated both directly and indirectly in the deliberations of the committee. It is believed that every opportunity to participate in committee deliberations has been provided to the extent possible within the constraints of efficiency and time available. Thus it is felt that the identified competencies represent as broad a range of thinking as possible.

The Goals and Objectives identified and sequenced within this document are stated as competencies or skills. Skills derive from and are the function of knowledge and understanding. Attitudes and values determine the degree to which skills will be used by the individual learner. But the competency, the ability to do, to use knowledge appropriately and effectively has been judged central to the needs of the learner and consequently to the efforts of social studies instruction and program. It should also be noted that the competencies have been stated in learner or student performance terms. The means of judging achievement of the skill is contained within the statement of the competency goal or objective.

The committee is confident that most of the identified competency goals listed within this document are already being addressed and accomplished at the levels specified within many or most, if not all, of the classrooms of the District. These goal statements simply have not previously been systematically articulated or consistently administered throughout the entire District program. Thus the goals, as stated, are an attempt to organize, systematize and to some extent to standardize (at least minimally) the District program.

These identified competency goals and objectives represent the interest and scope of the Social Studies. Some of the goal statements may overlap or be shared with other disciplines.

If a goal fell within the interest or scope of the Social Studies in the opinion of the members of the committee, it was included. However, it is realized that the actual teaching, or opportunity to learn, may indeed occur in some area other than the Social Studies. This is particularly true of the basic competencies and at the elementary school level. To a large extent the same is true at the junior high school level where specialization or departmentalization begins, but is not as pronounced as at the senior high school level. In the opinion of the members of the Social Studies Committee, it is not as important where a competency is taught/learned or stressed as it is that the competency is taught/learned or stressed.

The competency statements (goals and objectives) listed in this document represent ideals against which to measure materials to be reviewed, selected, recommended and adopted. These will serve as objectives against which to measure the implemented District Social Studies program. It is anticipated that these ideals will be pared closer to reality, if needed, dependent upon eventual materials adopted and study of the results of evaluation in the first years of impelemntation.

The inclusion of all goals, the specific wording, and the sequencing of each goal represents the consensus, the unanimous agreement, of each and every member of the task forces working on their specific grade level tasks. Each task force accepted the judgment of the previous task force concerning the potential achievement of students at that level and proceeded to develop upon that judgment. In the few cases where doubt existed or where mastery was not identified or achieved, the skill was reintroduced or reviewed. It does need to be noted that there are some Social Studies skills in which mastery is doubtful even as adults, however, that does not diminish the importance of the goal or of working toward such mastery.

Certain words or terms occur consistently throughout this report. It is important that these terms be understood with the meaning with which the members of the committee intended to use them in this context.

Within the body of this report, competencies are identified as basic, required or elective.

COMPETENCY means skill, performance or behavior. In the early part of our deliberations much discussion and debate arose as to whether a particular goal statement was a goal statement or an objective. With the decision to work in the realm of competency such argument ceased. This decision also allowed us, as a committee, to build evaluation potential into the competency statement from the beginning. The terms know, understand, and value have been avoided except in a few instances in which a skill is not desirable. We believe knowledge is important but in American society it is the CAN DO that is valued and respected. With a competency statement or goal, there is no need to ask how we will know the student has accomplished the goal or object -- the learner can do or the learner cannot do.

BASIC identifies a particular skill as coping or "survival" skill. Competencies listed in this category are thought to be esstenial to effective functioning as a human being and/or as a citizen of American society. Most basic competencies are identified for mastery at or by the 9th grade level of maturity and readiness. If the skill cannot be performed at that level, remedial courses should be provided to insure the opportunity to learn to cope effectively and to survive independently within the community.

REQUIRED identifies skills that approach adult levels of maturity. They require some sophistication. They build upon the basic skills. If basic skills are intended to give students the opportunity to learn to survive, to live, the competencies identified as required are intended to give students the opportunity to learn to live better, or to live well. The opportunity to learn required competencies will be provided at the senior high school level in the Social Studies courses required for graduation.

ELECTIVE identifies competency goals provided for those students who may have special interest and/or ability in a given area. The opportunity to acquire these competencies will be offered at the high school level in one or both of two ways -- as an extension of minimal coverage in required courses, depending upon both teacher and student interest and/or abilities, or in special elective courses. In cases where these elective courses now exist, the competencies are fairly specific and well articulated. In cases in which elective courses do not now exist, the competencies identified are intended to be an indication of what such an elective might include. Identification of elective competencies is intended to leave the curriculum, or the District program open ended for the future development of courses as the need for them may be articulated by students, teachers, and the Spokane community or the nation at large.

Only basic skills are broken into component parts and sequenced according to level of maturity and readiness in this report. Required and elective skills presume basic competency and build upon it. In the sequencing of basic competencies certain terms consistently reoccur and may need some explanation.

INTRODUCE means that the skill is addressed as a knowledge concept or understanding, or as a component skill at the level of readiness or maturity appropriate to the level at which it is first addressed.

REINTRODUCE means that concepts, understandings, etc., are addressed again at a level of greater conceptualization or abstraction. It is the feature of reintroduction that provides for a spiral, rather than a strictly linear development of the District program.

REVIEW, REINFORCE AND EXPAND are terms that are generally used together. For the most part their meaning is consistent with common usage. The specific degree of review, reinforcement and expansion will have to be a consideration in the adoption of materials. The concern of the committee at this point has been that the matter be addressed at the grade level specified.

MASTERY is the key term in this report. Mastery means that the skill or competency identified is available to the student for use in appropriate situations. The student CAN DO. The student CAN perform the skill identified efficiently and in a reasonable amount of time. The skills as written are intended to be "can" or "cannot do" skills. It is not intended to be concerned about degrees or gray areas, nor is it intended that students will, in fact, use the skills learned in every appropriate situation. Except to demonstrate possession or acquisition of the skill, it is intended only that the skill be available to the student. In general, except for the 9th grade or the year of mastery, no skill or component is expected to be introduced and mastered in the same year. In most cases, at least a three-year program is provided. Only basic skills and competencies have been identified for mastery because of the nine-year sequence. At the required and elective levels, courses may vary between four and a half months and nine months. Consequently, mastery will vary to a large extent upon student and teacher interest, emphasis, and ability. The identification and listing of such advanced competencies is intended to insure opportunity to learn rather than mastery.

This report defines the scope of the Social Studies in terms of the disciplines of the social sciences. These disciplines have been identified and to some extent in this report written in an order of priority. Those disciplines listed first tend to be those most important throughout the entire program. Emphasis will tend to shift toward those disciplines listed last as students progress from the primary grades to graduation. In general, it is anticipated that those disciplines listed one through four will be emphasized at the elementary levels, four through six at the junior high levels and six through eight at the senior high levels. The discipline areas have been identified as follows:

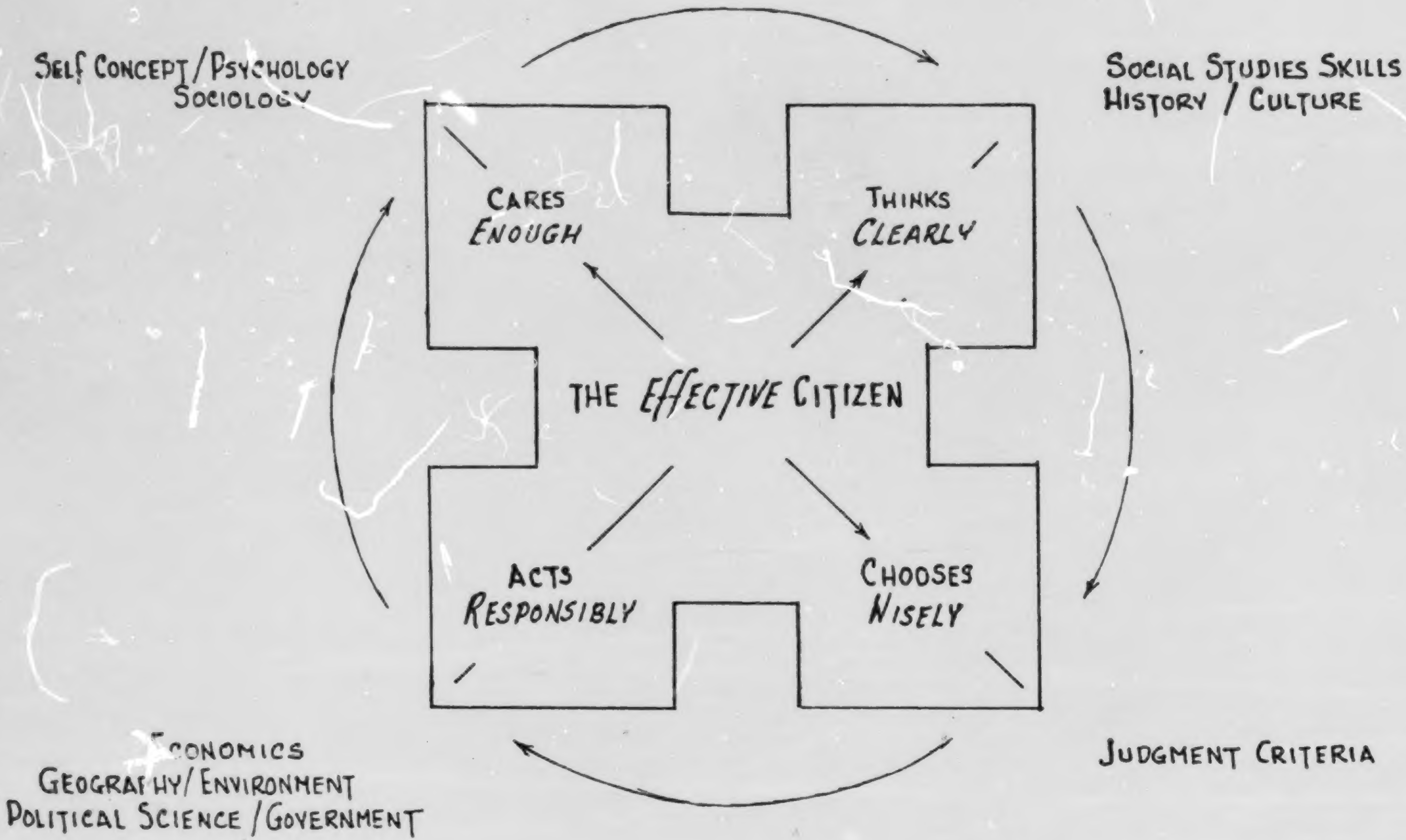
1. Self Concept/Psychology
2. Social Studies Skills
3. Judgment Criteria
4. Economics
5. Geography/Environment
6. Political Science/Government (rules & conduct--rights & responsibilities)
7. Sociology/Anthropology
8. History/Culture/Heritage

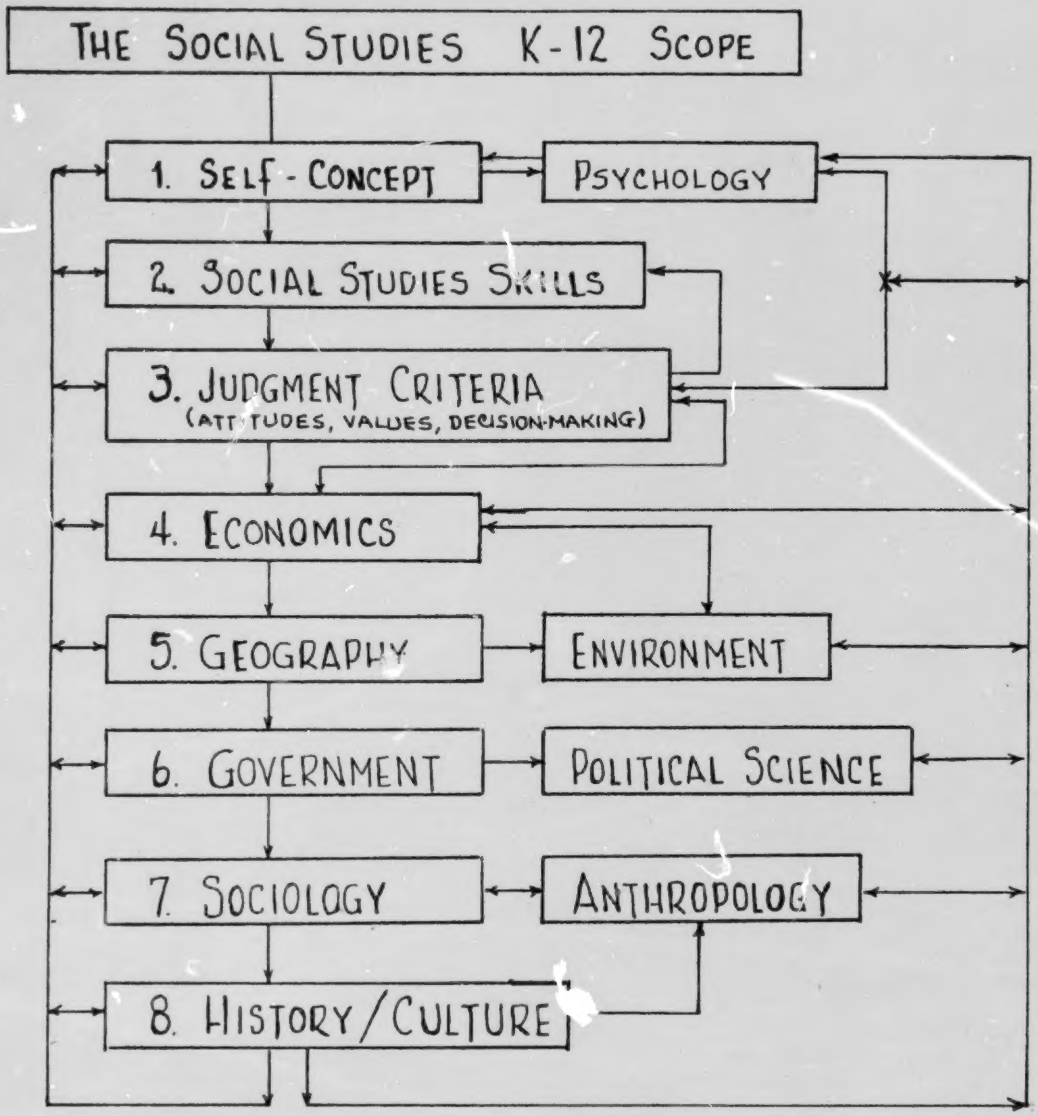
Two areas have been considered, but not identified as separate disciplines. Current Events and Career Education have been sequenced within the specific competencies when appropriate to the competency and at the appropriate levels of readiness and maturity. It is believed that this definition of scope can be reconciled and implemented within the content program of the District as it currently exists.

This report is not intended to represent or advocate a change from the traditional scope or content of the Social Studies. In fact the skills identified could be easily taught within the existing framework. However, it is recognized that the potential for change does exist. It may be that existing content coverage as now scheduled will be altered to some degree. This, however, will depend upon the materials selected in the next step toward implementation of a consistent program within the District. The alternatives report will take this aspect of development into full consideration and recommendation.

What this statement of goals and objectives does intend to do is to refocus the aim or emphasis of the Social Studies program. There is a shift of concern from knowledge, conceptual and/or academic pursuit to skill and competency achievement. This shift rests upon an underlying conviction or philosophy that the central or core purpose of education in general and of the Social Studies in particular is the development of an effective citizen, that is, a person who is informed, a person who cares enough about himself and society and who is able to think clearly, choose wisely, and act responsibly.

THE SOCIAL STUDIES SCOPE


SELF CONCEPT/PSYCHOLOGY
SOCIOLOGY
SOCIAL STUDIES SKILLS
HISTORY / CULTURE
CARES ENOUGH
THINKS CLEARLY
THE EFFECTIVE CITIZEN
ACTS RESPONSIBLY
CHOOSES WISELY
ECONOMICS
GEOGRAPHY/ ENVIRONMENT
POLITICAL SCIENCE / GOVERNMENT
JUDGMENT CRITERIA


THE SOCIAL STUDIES K-12 SCOPE
1. SELF-CONCEPT
PSYCHOLOGY
2. SOCIAL STUDIES SKILLS
3. JUDGMENT CRITERIA
(ATTITUDES, VALUES, DECISION-MAKING)
4. ECONOMICS
5. GEOGRAPHY
ENVIRONMENT
6. GOVERNMENT
POLITICAL SCIENCE
7. SOCIOLOGY
ANTHROPOLOGY
8. HISTORY/CULTURE

The divisions represented by this scope are artificial to a large extent. This is particularly true below the 9th grade. In general, the areas are interdependent, as the sequence will show. This chart is not intended to represent any priority. It is anticipated that all areas will be learned to some extent at each grade level. However, it is also anticipated that those areas listed first will tend to have greater focus and emphasis at the elementary level, those listed in the middle will have greater emphasis and focus at the middle school (intermediate and junior high) levels, and those listed last will tend to be stressed at the senior high school levels.

SELF CONCEPT / PSCHOLOGY

BASIC

1. POSITIVE SELF-IMAGE →
2. PERSONAL ASPIRATIONS
3. COMMON HUMAN NEEDS
4. HUMAN RIGHTS and RESPONSIBILITIES.
5. PEOPLE(s) CONFLICT
6. PERSONAL CONFLICT
7. PEOPLE DIFFER

REQUIRED

8. CONFLICT ASSISTANCE
9. PERSONALITY SOURCES
10. BIAS SOURCES
11. HUMAN INTER-RELATIONSHIPS.

ELECTIVE

12-32 PSYCHOLOGY

SELF CONCEPT/PSYCHOLOGY

The attempt to build a positive or worthy self concept is synonymous with teaching. The process of achieving a self concept is synonymous with learning. The growth and "acceptance" of self as a worthy person is, however, a life-long process. It begins at home and it is significantly influenced throughout the years of formal education, particularly in the early years of the educational process. For the most part, the building and achieving a self concept has been a part of the hidden agenda of the educational system.

The importance of positive or worthy self concept cannot be overstated. Without self respect and self acceptance, respect for and acceptance of others simply is not possible -- one cannot give what one does not have. Many or most, if not all, school discipline problems and adverse attitudes arise from negative experiences within a school setting with self image at the center of the problem. An understanding of the dynamics of self concept in the process of learning and of teaching is important for both teacher AND LEARNER. The achievement of self concept rests ultimately on the foundation or corner stone of what the individual can do, or what the individual can become. This is especially true in a school setting. The main shift these goals represent is a shift in focus from what "I am" from what "I cannot do" and from what "I cannot learn" to what "I am becoming" and to what "I am learning to do." The goals are based on a "can do" or skill achievement and the process of achieving.

The achievement of positive self concept is a shared responsibility. It is shared with all other areas of the school curriculum. These goals in this area are a recognition of the responsibility and the duty of the Social Studies to participate in the process. These goals are an attempt to bring efforts at achieving a positive self concept to a conscious and deliberate level of understanding within learners so that they cannot only understand self development (becoming), but also they can be aware of their influence on the development (the becoming) of others.

Social Studies Competencies
Self Concept/Psychology
Third Draft 10-14-76

BASIC (Self Concept)

1. Students will be able to describe the concept of a positive self-image in terms of heritage (i.e. national, ethnic and familial), sex, and individual skills or talents, interests and aspirations, (Positive identification is taken to mean acceptance or pride rather than downgrading or depreciating self in these aspects.)

2. Students will be able to identify alternative personal aspirations and to explain why these aspirations are important. Students will be able to distinguish between immediate (this class, tomorrow, etc.) aspirations, and long range (career, life, etc.) aspirations.

   A. Students will be able to identify values and goals that could influence individual decisions.
   B. Students will be able to establish and select those intermediate or enabling objectives appropriate or needed to achieve those aspirations or goals to be attempted.
   C. Students will be able to identify the knowledge or skills possessed and/or needed to achieve those objectives and aspirations selected by the student. Students will also be able to identify the means to acquire needed skills.
   D. Students will be able to select realistic aspirations in terms of benefit to the student and/or to society.

3. Students will be able to identify and to explain basic common human needs. Students will be able to illustrate in chart form three alternative ways in which people(s) can provide for the satisfaction of these needs in a manner acceptable to the society or community in which the people(s) live.

4. Students will be able to explain how basic human rights and responsibilities arise out of common human needs.

5. Students will be able to explain how conflict may arise among people(s) as they seek to provide for the satisfaction of their needs and be able to show alternative ways such conflicts might have been or might be resolved.

6. Students will be able to list and/or to explain alternative ways in which personal needs and conflicts can be resolved.

7. Students will be able to draw and explain a schematic (ven) diagram showing how and why people differ.

REQUIRED (Self Concept)

8. Students will be able to name three places where one could go for assistance with an emotional problem if help is needed.

9. Students will be able to list and discuss the major determinants of personality.

10. Students will be able to identify and discuss several causes of prejudice and to distinguish or compare prejudice, bias, and discrimination according to constructive and destructive effects.

11. Students will be able to give three examples of how groups affect or effect individual behavior. (Students proceeding to the elective level of study will be able to cite examples from research and to give at least one example from personal experience.)

ELECTIVE (Psychology)

12. Students will be able to define psychology, underlining the key words and explaining why each is important.

13. Students will be able to list five methods that are used by psychologists in their work and will be able to explain the advantages and disadvantages of each method.

14. Students will be able to explain the differences among the psychoanalytic, the Behavioristic, and the humanistic approaches to psychology.

15. Students will be able to explain the differences and similarities among psychiatrists, psychologists, and social workers as a class of occupation or vocation career.

16. Students will be able to explain the purpose of personality theories.

17. Students will be able to write a paragraph about each of the following personality theorists: Sigmund Freud, Alfred Adler, Carl Jung, Erich Fromm, Erik H. Erikson, Carl Rogers, Victor Frankl, and Abraham Maslow.

18. Students will be able to identify and describe Freud's structure of personality (i.e. id, ego, and superego.)

19. Students will be able to state the purpose of defense mechanisms and to identify and give an example of at least the following mechanisms: displacement, projection, rationalization, reaction formation, regression, repression, and sublimation.

20. Students will be able to list, in the order of importance, the needs identified by Abraham Maslow as leading toward self actualization.

21. Students will be able to describe at least three characteristics of the self-actualized individual as identified by Abraham Maslow.

22. Each psychology student will be able to explain and understand the limitations of his/her knowledge and the dangers of amateur attempts to engage in diagnosis and/or therapy.

23. Students will be able to describe the differences and identify the major characteristics of neurosis and psychosis.

24. Students will be able to define the following kinds of psychotic disorders: schizophrenia, manic-depressive, involutional psychosis, and paranoid reactions.

25. Students will be able to explain the differences between mental retardation and mental illness in terms of etiology or causation, treatment and care, and institutionalization.

26. Students will be able to describe the process of classical conditioning.

27. Students will be able to describe the process of operant conditioning.

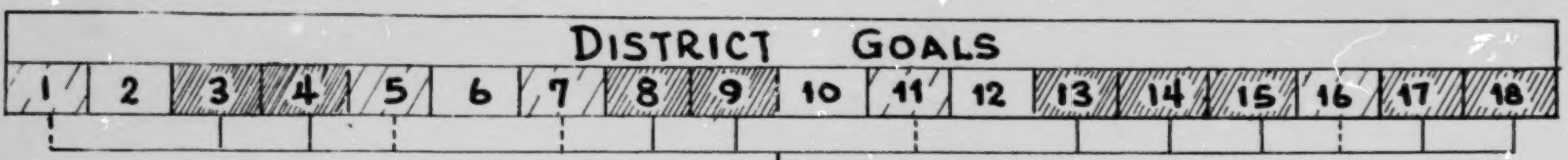
28. Students will be able to describe the four schedules of reinforcement.

29. Students will be able to explain the differences in the various fields of parapsychology as exemplified by mental telepathy, clairvoyance, precognition, and psychokinesis.

30. Students will be able to discuss the advantages and disadvantages of testing.

31. Students will be able to compare adolescence as it was in the 1950's as discussed by Margaret Mead with adolescence as it is today.

32. Students will be able to discuss the inheritability of intelligence.



SC-Psy 1

Students will be able to describe the concept of positive self image in terms of national, ethnic, and familial heritage, sex, and the skill, talents, interests and/or aspirations of the individual. (Positive identification is taken to mean acceptance or pride, rather than down grading or depreciating self in these aspects.

"Love your neighbor AS YOU LOVE YOURSELF"
The "teaching"/learning of this competency is one of the most basic functions of education and as such forms in part the definition of the role of "teacher."

The learning of this competency is seen as continuous throughout the entire formal educational process. Teachers will help learners at all levels to establish a positive self-imate as occasions arise. In addition, the following Social Studies sequence should provide classroom opportunities for individual and mutual self concept enhancement.

9th GRADE

Mastery of the competency as stated-coordinate and review to achieve mastery. (Aschievment of positive self-imate or concept as a lift-long process, but a description of this as a goal is possible at the 9th grade level of maturity)...(students should also be able to describe how to achieve a positive self concept, but this is not a required part of this competency.)

8th GRADE

Review and expand K-7 concept and understanding. Introduce the concept and understanding of "ethnic" -- as opposed or in relation to "national". Discuss to understand ethnic influence on family life and on individual family members -- focus on and stress positive aspects and the benefits of diversity.

7th GRADE

Review, reinforce and expand K-6 concepts and understandings.
Introduce the term and meaning of "positive".
Introduce method(s) by which one determines one's skills and talents -- both actual and potential or latent.

Introduce: planning ways to reinforce, expand or actualize skills and/or talents possessed, and the use of these skills and talents in realizing or pursuing interests and aspirations.

6th GRADE

Review, reinforce and expand K-5 skills and understanding. Introduce -- identification of "career" exploration as a part of aspiration.

5th GRADE

Review, reinforce and expand K-4 skill and understanding

4th GRADE

Review, reinforce and expand K-3 skills and understanding
Introduce: the dignity and contribution of "work"
Introduce: identification of self talents, skills and interests.

Work and aspirations

City helpers as resource persons

3rd GRADE

Review, reinforce and expand K-2 skills and understanding

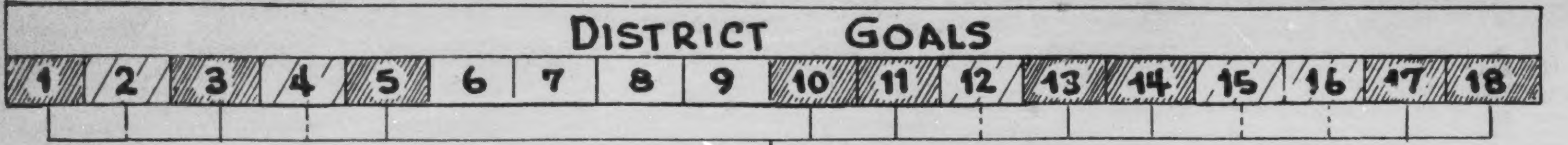
2nd GRADE	Review, reinforce and expand K-1 skills and understanding Introduce: identification of "what I like" and what I like to do" -- sharing mutual "likes."	Neighborhood helpers as resource persons (fire and police)
1st GRADE	Review, reinforce and expand K skills and understanding	Family occupations as resource persons
KINDERGARTEN	Why am I important? Why are others important? What makes people important?	School helpers as resource persons

PRE SCHOOL HOME

SC-Psy 1

Humanitas... It means, on the one side, the sense of the dignity of one's own human personality, which is a unique thing and which must be cared for and developed to the full; on the other side, it means a recognition of the personalities of others and their right to care for their own personalities; and this recognition implies compromise and self-restraint and sympathy and consideration.

R.H. Barrow
The Romans Page 13



Students will be able to identify alternative personal aspirations and explain why these aspirations are important. Students will be able to distinguish between immediate (this class, tomorrow, etc.) aspirations, and long range aspirations (career, life, etc.).

A. Students will be able to identify values and goals that could influence individual decisions.
B. Students will be able to establish and select those intermediate objectives appropriate or needed to achieve those aspirations or goals attempted.
C. Students will be able to identify the knowledge or skills possessed and/or needed to achieve those objectives and aspirations.
D. Students will be able to select realistic aspirations from the alternatives, and explain the selected aspirations in terms of benefit to the student and/or to society.

SC-Psy. 2

COMPONENT SKILLS

A. VALUES INFLUENCE	B. ENABLING STEPS	C. SKILL NEEDS	D. REALITY/BENEFIT
Mastery of the process by which self goals can be identified--review & reinforce graded 7 & 8	Mastery of process and of the need in planning (i.e. the concept--review, reinforce and expand K-8 skills and understandings	Mastery of source material. Students will be able to explain where information is and how to use it	Mastery: students will be able to explain that people must make choices between alternative goals which are best suited for self and today's society

9th GRADE

8th GRADE	Review, reinforce & expand grade skills and understanding.	Review, reinforce & expand K-7.	Review, reinforce & expand grade 5-7 skills and understanding.	Introduce concept that people must choose between/among goals "best" for a community.
7th GRADE	Introduce that all people have "goals" (state or unstated) and values that affect their daily lives.	Introduce concept of long and short range "goals".	Introduce sources of information and material concerning jobs & careers.	Introduce the idea that people must make a choice between/among alternative goals "best" for self.
6th GRADE	The influence of values. (etc.) will be more fully addressed in the series on judgment criteria.	At the 6th grade level of readiness and maturity and and below all goals and objectives are of an "immediate" nature, thus enabling steps will be addressed only as the occasion or the need arises.	Review, reinforce & expand grade 5 skills.	Not applicable below the 7th grade level of maturity and readiness, except on an ad hoc basis and as coordinated with SC-Psy 1.
5th GRADE			Introduce: identification with teacher guidance the knowledge and skills needed or possessed to achieve selected objectives and/or aspirations.	
4th GRADE			Not applicable below 5th grade level of readiness except on an ad hoc basis and with teacher guidance.	
3rd GRADE		Immediate means ONE WEEK.		

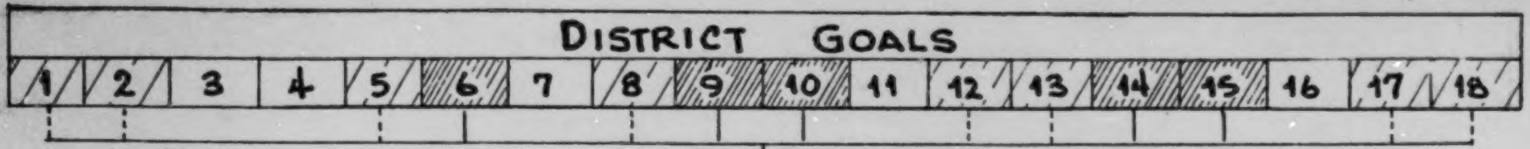
2nd GRADE	Immediate means TWO DAYS.		
1st GRADE	Immediate means TOMORROW.		
KINDERGARTEN	Immediate means TODAY, THIS HOUR and RIGHT NOW. Students will be able to select some immediate goal(s).		

PRE SCHOOL HOME

SC-PSY-2

... We can never say... that the natural man is wholly himself, an intregal unity, an absolute whole: he is colorized by the conflicting images and dreams of all who have preceeded him, and all who live with him, and perhaps even all those who come after him.

Robert Payne
Hubris: A study in Pride. Page 7


DISTRICT GOALS
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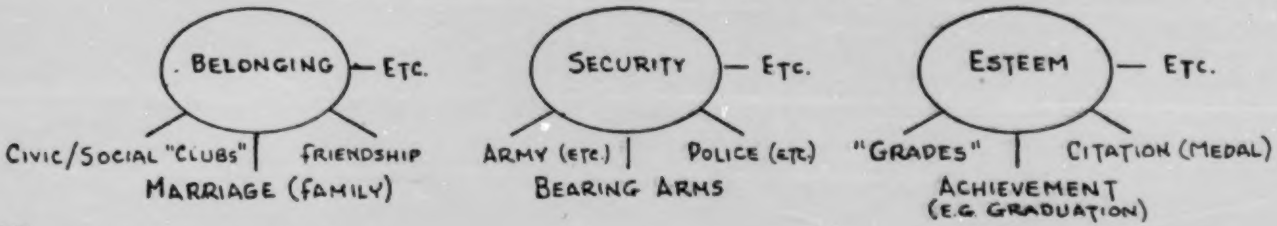
Students will be able to identify and explain basic common human needs. Students will be able to illustrate in chart form three alternative ways in which people(s) can provide for the statisfaction of these needs in an acceptable manner for the society or community in which the people(s) live.

SC-Psy 3

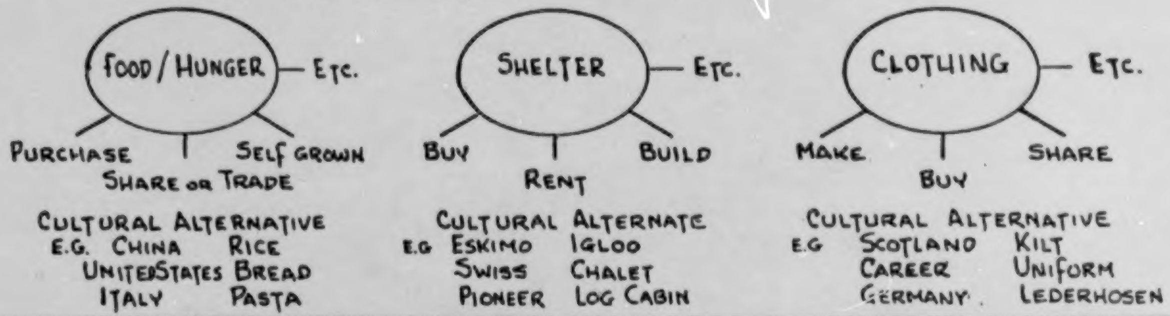
MASTERY of the competency as stated above.
Review, reinforce and expand K-8 skills as needed.
Introduce alternatives to belonging, security and self esteem.


BELONGING
ETC.
CIVIC/SOCIAL "CLUBS"
FRIENDSHIP
MARRIAGE (FAMILY)
SECURITY
ETC.
ARMY (ETC.)
POLICE (ETC.)
BEARING ARMS
ESTEEM
ETC.
"GRADES"
CITATION (MEDAL)
ACHIEVEMENT
(E.G. GRADUATION)

9th GRADE

8th GRADE

Review, reinforce and expand K-7 skills and understanding. Introduce charts to show basic physiological needs, e.g., food, shelter and clothing.


FOOD / HUNGER — ETC.
PURCHASE
SELF GROWN
SHARE OR TRADE
CULTURAL ALTERNATIVE
E.G. CHINA RICE
UNITED STATES BREAD
ITALY PASTA
SHELTER — ETC.
BUY
BUILD
RENT
CULTURAL ALTERNATE
E.G ESKIMO IGLOO
SWISS CHALET
PIONEER LOG CABIN
CLOTHING — ETC.
MAKE
SHARE
BUY
CULTURAL ALTERNATIVE
E.G SCOTLAND KILT
CAREER UNIFORM
GERMANY LEDERHOSEN

7th GRADE

Review, reinforce and expand K-6 skills and understanding. Reintroduce identification and explanation of human need (Physiological, security, belonging and esteem.)

6th GRADE

Review, reinforce and expand K-5 skills and knowledge.

5th GRADE

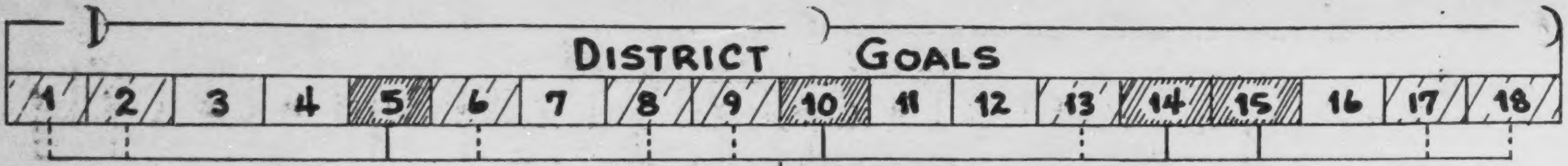
Review, reinforce and expand K-4 skills and knowledge. Introduce: security (safety) and self esteem as basic needs.

4th GRADE

Review, reinforce and expand K-3 skills and knowledge. Reintroduce -- identification of food, shelter, clothing and sense of belonging as common basic human needs -- on a comparative "regional" context, see geography competency series.

3rd GRADE	Review, reinforce and expand K-2 skills and knowledge.
2nd GRADE	Review, reinforce and expand K-1 skills and knowledge.
1st GRADE	Review, reinforce and expand K skills and knowledge.
KINDERGARTEN	Introduce: basic human needs -- food, shelter, clothing and the need to belong as common "family" needs.

PRE SCHOOL **HOME**

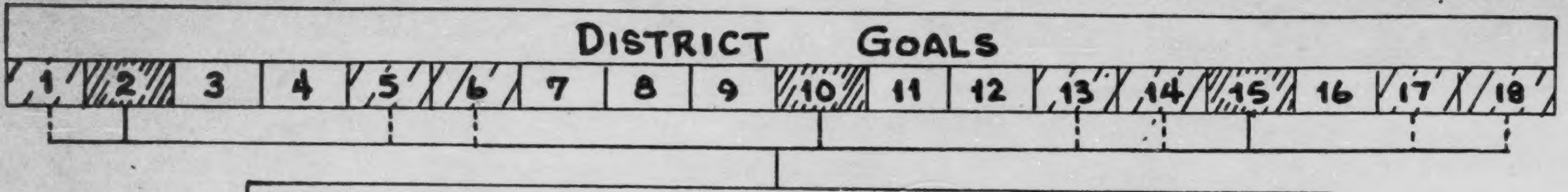


Students will be able to explain how basic human rights and responsibilities arise out of common human needs. See also PS/G - 1 and SC-Psy 3.

SC-Psy-4

9th GRADE	Mastery of competency as stated above. Review, reinforce and expand K-8 as needed.
8th GRADE	Review, Reinforce and expand K-6 skills and concepts or understandings.
7th GRADE	Review skills from K-6 and coordinate with PS/G1. Introduce the concept that rights and responsibilities flow from needs and, in similar fashion, needs flow from rights and responsibilities.
6th GRADE	Introduce the relationship between rights, responsibilities and needs -- coordinate with PS/G-1 and SC-Psy 3.
K-5	Not applicable below the 6th grade level of readiness and maturity except as coordinated with PS/G-1 and SC-Psy 3.

PRE SCHOOL HOME

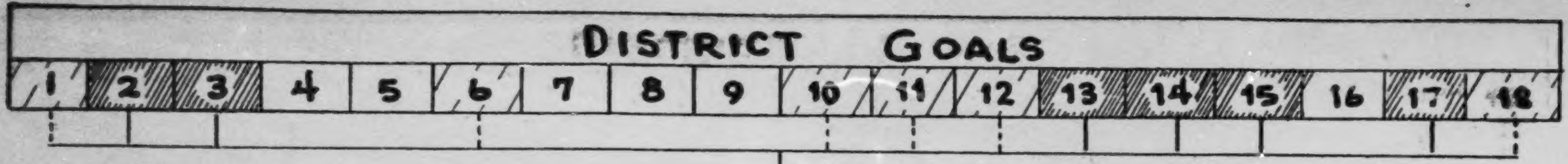


Students will be able to explain how conflict may arise among people(s) as they attempt to provide for the satisfaction of their needs and be able to show alternative ways such conflicts might be resolved.

SC-Psy 5

9th GRADE	MASTERY of competency as stated above. Review, reinforce and expand grade 5-8 skills and concepts as needed for mastery.
8th GRADE	Review, reinforce and expand skills and concepts from grades 5-7.
7th GRADE	Review, reinforce and expand grade 5 & 6 concepts of conflict and trade. Reintroduce concept of human needs -- coordinate with need competencies from SC-Psy, Econ, Geog., etc. Introduce alternative ways to resolve conflict (e.g. aggression, compromise, ignore, negotiation and submission.)

6th GRADE	Review, reinforce and expand 5th grade skills.
5th GRADE	Introduce concept of conflict. Introduce concept of trade.
	Not applicable below 5th grade level of readiness and maturity.



The student will be able to list and explain alternative ways in which personal needs and conflicts can be resolved.

SC-Psy 6

9th GRADE

Mastery of the competency as stated above.
Review, reinforce and expand graded 7 & 8 as needed.

8th GRADE

Review, reinforce and expand grade 7 skills and understanding. Integrate so that students are able to select two alternative methods of resolving personal needs or conflicts in a given case study and to explain the consequences of each choice. (Case studies may be taken from history--e.g. Nathan Hale, Hamilton/Burr, etc.).

7th GRADE

Introduce and reintroduce from coordinated competencies.

- Identify current ways of resolving individual needs and conflicts.
- Introduce alternative ways of resolving needs and conflicts (see SC-Psy. 5).

This is recognized as an IMPORTANT competency. However, it is not sequenced in this context below the sixth grade level except on the basis of the appropriate teachable moment. It is anticipated that this skill can be developed in the contexts of:

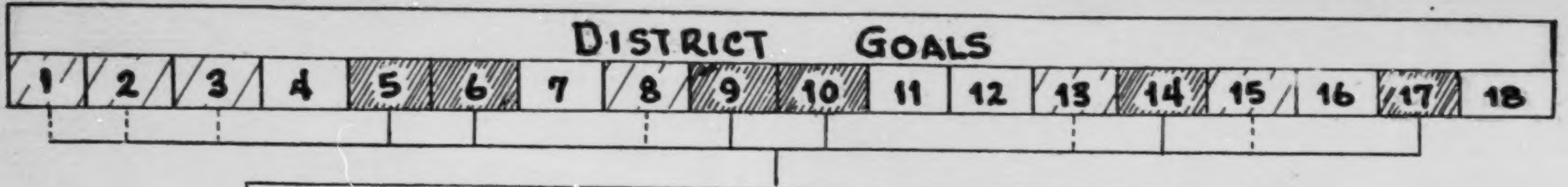
SC-Psy 5
SK 10
PS/G 9
and J.C. 9

They say to me, "should you know yourself, you would know all men."

And I say, "only when I seek all men shall I know myself.

Kahlil Gibran

Sand and Foam


DISTRICT GOALS
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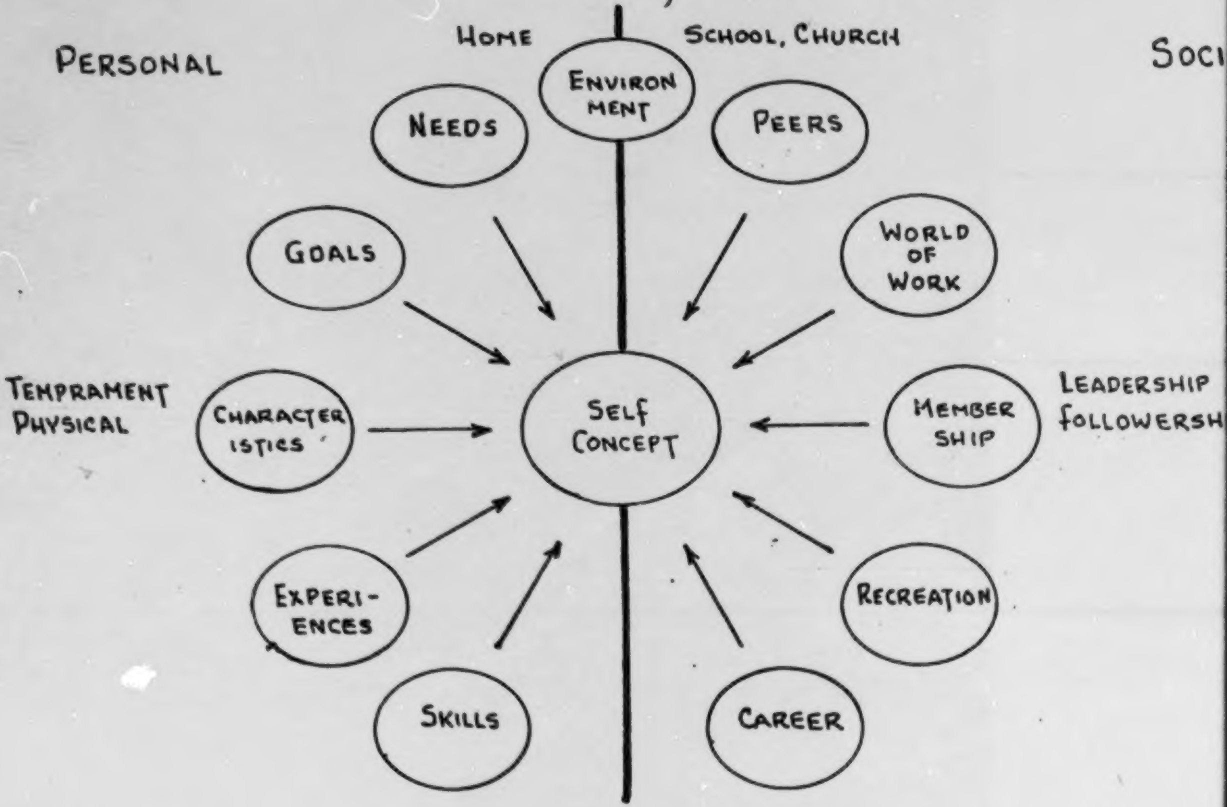
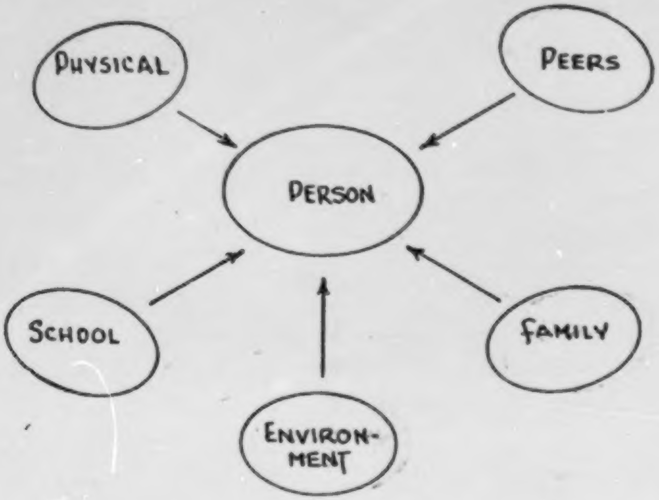
Students will be able to draw a diagram and to use that diagram to explain how and why people differ.

9th GRADE	MASTERY of competency as stated above. Review, reinforce and expand skills from grades 7 & 8 as needed.
8th GRADE	Review, reinforce and expand skills from grades 6 & 7.


PERSONAL
HOME
SCHOOL, CHURCH
SOCI
ENVIRONMENT
NEEDS
PEERS
GOALS
WORLD OF WORK
TEMPRAMENT
PHYSICAL
CHARACTERISTICS
SELF CONCEPT
MEMBERSHIP
LEADERSHIP
FOLLOWERSH
EXPERIENCES
RECREATION
SKILLS
CAREER

7th GRADE

Introduce: explanation by means of chart, and the vocabulary and concepts involved.


PHYSICAL
PEERS
PERSON
SCHOOL
FAMILY
ENVIRONMENT

6th GRADE

Mastery: students will be able to reproduce a model similar to the above and to explain it.

5th GRADE

Review, reinforce and expand grade 4 skills.

4th GRADE

Introduce: from a teacher's model, students will be able to diagram and explain how and why people differ.

GRADES K-3

This skill as written is not applicable below the 4th grade level of maturity and readiness. It is, however, anticipated that students will discuss how and why people differ at the teachable moment within the contexts of their other reading and Social Studies learning opportunities.

HOME

PRE SCHO

SOCIAL STUDIES SKILLS

BASIC

1. LISTENING SKILLS*
2. DISCUSSION SKILLS*
3. REPORTING SKILLS*
4. PROBLEM-SOLVING SKILLS
5. IDENTIFICATION and SELECTION SKILLS
6. DATA-GATHERING SKILLS
7. DATA-ORGANIZATION SKILLS*
8. CRITICAL THINKING SKILLS*
9. SYSTEMATIC DECISION-MAKING and PLANNING SKILLS
10. GROUP DECISION-MAKING*
11. SOCIAL INTERACTION SKILLS.*

REQUIRED

12. DATA RELIABILITY
13. VALIDATION
14. NEW INFORMATION
15. PERSUASION
16. RELEVANCY
17. CENTRAL TENDENCY (AVERAGE)
18. CHARTS, GRAPHS, ETC.
19. DATA THROUGH PERCEPTION
20. ERROR IDENTIFICATION
21. EVALUATION of DATA.

*SKILLS SHARED WITH OTHER DISCIPLINES (E.G LANGUAGE ARTS, SCIENCE, MATH ETC.)

NO ELECTIVES IDENTIFIED AS SEPARATE
FROM OTHER SPECIFIC DISCIPLINES

SOCIAL STUDIES SKILLS

The skills identified in this section are skills that are shared with many areas of the curriculum. In fact, the individual components of many of these skills may, and likely will be, taught in other subject matter areas. It is, however, the Social Studies that amalgamates them into a meaningful whole and a system, and gives them purpose. The most likely application, in a practical way, for most students will be in the Social Studies areas. These skills form the basis or means of study in the sub-disciplinary areas of the Social Studies and ultimately in the processes of effective citizenship.

For these reasons, it is important that the Social Studies Committee members identify these skills.

Social Studies Competencies
Social Stuides Skills
Third Draft 9-27-76

BASIC

1. Listening Skills - Students will be able to list a minimum of six of the nine listening skills listed herein, and to give an example of the appropriate use of each skill so listed.

   A. Listen (observe) with a purpose
   B. Listen attentively and respectfully
   C. Identify the sequence of ideas presented and select the (most) important ideas.
   D. Ask appropriate questions to clarify points or issues
   E. Reserve judgment until the entire idea is heard
   F. Take notes while continuing to listen
   G. Summarize or paraphrase what has been said/heard
   H. Respond in context on what has been heard
   I. Build upon ideas which have been stated

2. Discussion Skills -

   A. Students will be able to identify the type and/or level of discussion (e.g., idea, fact, or opinion sharing, problem solving, planning, etc.)
   B. Students will be able to demonstrate the procedural skills of group discussion by:

      1. Speaking for and with a purpose
      2. Speaking with respect
      3. Asking others to express their views and accepting those views (etc.) without censure
      4. Interacting in various capacities (e.g., leader, supporter, clarifier)
      5. Asking for clarification and/or elaboration when needed
      6. Accepting a share of responsibilities and credit, and being supporting of the group and group decisions
      7. Ending a discussion when resolution has been achieved.

3. Reporting Skills - Students will be able to write and/or to present oral reports according to specified criteria:

   A. Demonstrate completion of research and preparation
   B. Follow or give directions clearly and accurately
   C. Use appropriate aids for communicating information (e.g., charts, graphs, tables, illustrations, models, etc.)
   D. Use a systematic format and/or approach (e.g., outline)

4. Problem-Solving Skills - Students will be able to identify and select a problem for investigation, and be able to demonstrate a systematic progress for the study of that problem to arrive at potential solution(s) for the resolution of the problem selected. (Skills 5 through 8 are component or enabling skills.)

5. Identification and Selection - Students will be able to identify and select a problem or issue for investigation:

    A. Students will be able to limit and/or clarify the problem or issue for the purpose of their investigation
    B. Students will be able to identify and explain the components or contributing factors involved in the problem or issue
    C. Students will be able to make a choice or a selection and to give reasons for that choice or selection

6. Data Gathering and Research Skills - Students will be able to select a problem or issue for investigation and as a (classroom) group design and plan a process of investigation for that selected problem or issue. Students will be able to:

    A. Participate as a member of a group in identifying, locating and using a variety of sources to gain information on the problem or issue.
    B. Individually locate and use print and nonprint sources of information
    C. Use, individually, a variety of at least three sources to acquire information (e.g., authorities, interviews and surveys, case studies, statistical data, systematic observation, and/or personal experience, etc.)
    D. Assess the authenticity of the sources of information (i.e., to check the author's reputation for knowledge, background, bias, etc.)
    E. Organize information collected (i.e., differentiate fact from opinion, identify cause and effect, and summarize and categorize information.)
    F. Contribute to the formation of questions which will help lead to the answer(s) needed to resolve the problem or issue
    G. Use summarized information to draw conclusions, offer solutions to problems, clarify issues, make predictions, or use as a guide to further investigation
    H. To modify solutions to problems or issues in light of new factors or considerations

7. Organization of Data - Students will be able to organize information into a meaningful system. Students will be able to:

    A. Use accurately conventional systems and terms for labeling or naming objects, materials, information, ideas, categories, etc.
    B. Record information in a variety of ways (e.g., written notes, tape recordings, etc.)
    C. Demonstrate that classifying is a way of sorting and organizing information so that things which have common characteristics are found together
    D. Order similar objects or pieces of information in sequence according to differences or similarities in an observable property (e.g., by size, shades of color, etc.), by importance and/or impact potential, by logic, or by value intensity or density (i.e., strength of value or number of people holding the value)

F. Summarize information contained in available data
G. Make logical estimates based on available information and revise or adjust such estimates when appropriate

8. Critical Thinking - Students will be able to interpret information. Students will be able to:

A. Decode for meaning and accurage information from printed words, numerical symbols, graphic representations and/or schematic models
B. Relate cause and effect accurately and adequately for a given situation
C. Demonstrate a way of refining the accuracy and usefulness of comparison and discrimination, and that these skills are key processes at all stages of inquiry and problem solving
D. Draw logical inference from observations or representations (etc.)
E. Demonstrate that analysis is the study of a body of information by systematic examination of the parts and the relationship between or among the parts
F. Students will be able to use effectively standardized or conventional criteria for organizing and interpreting information and to test the validity of data against such specified criteria.
G. Formulate logical generalizations from available data, and will be able to withhold judgment or final conclusions until adequate information has been validated.

9. Systematic Decision Making and Planning - Students will be able to act on the basis of information... i.e., to make decisions. Specifically, students will be able to:

A. Identify, explain and use the steps in problem solving to arrive at solution(s) to (given) expected or unexpected problems--i.e., problem identification and clarification, resource identification, need assessment, alternative identification, alternative feasibility analysis, selection, planning and action.
B. Establish criteria from which to judge alternative solutions appropriate to the problem under study (see also selection on judgment criteria.)
C. Select and to explain the selected alternative in terms of benefit as a resolution for the problem under study, and in terms of the criteria for such resolution
D. Participate fully in the setting, planning, and achievement (evaluation) of the decision(s) made

10. Students will be able to identify, explain, and participate in the commonly accepted procedures of group formal decision making:

A. Committees
B. "Parliamentary" procedure
C. Compromise
D. Consensus
E. Legislative action

11. Students will be able to identify and explain (or illustrate) those social interaction skills which allow one to become and remain a member of a group (see also self concept and psychology and sociology/anthropology):

A. Common background -- identity
B. Acceptance, tolerance -- friendliness
C. Cooperation, participation
D. Loyalty

REQUIRED

12. The student will be able to explain the difference between relevant and irrelevant sources and between reliable and unreliable sources. The student will be able to defend a decision or jugment made in a specific given circumstance (i.e., case study, discussion, problem solving, issue, etc.)

13. The student will be able to test solutions to problems or issues when possible or appropriate to do so. From such tests the student will be able to predict the probability of a certain result occurring, or a selected alternative being successful, in terms of odds as favorable or unfavorable (based on percentage) or in terms of chance as good, equal, or poor.

14. The student will be able to use information to produce new information, i.e., the student will be able to:

    A. Use a sequence of processes as appropriate which are common to most inquiry strategies (i.e., definition, hypothesis, prediction, testing, interpretation, evaluation, generalization, construction of theory.)
    B. Carry out minimal field test (e.g., interview) activities.
    C. Test facts, observation, (etc.), and data against a specific hypothesis to test the validity of the hypothesis.
    D. Select and use appropriate instruments, procedures, and criteria to organize and interpret (test) data
    E. Use appropriately the conventional vocabulary and instruments of social science investigation
    F. Select and use appropriate methods of problem solving models for specific tasks (e.g., systems analysis, conflict resolution, force field analysis, logic, mathematics)
    G. Determine the effectiveness of and to adapt or modify conventional problem solving models and/or strategies to meet situational needs

15. Students will be able to identify the major arguments of each of two sides in a debate or controversy and asses the validity of each side; point out the faulty assumptions or misrepresentation of fact by each side; and to select alternative solutions to the conflict in the debate or controversy.

16. The student will be able to point out irrelevancies, exclusion of relevant information, and misleading emphasis in advertising, political campaigning or similar persuasion situations.

17. The student will be able to determine and explain measures of central tendency (mode, median and mean) and thereby make interpretations appropriate for a given set of data.

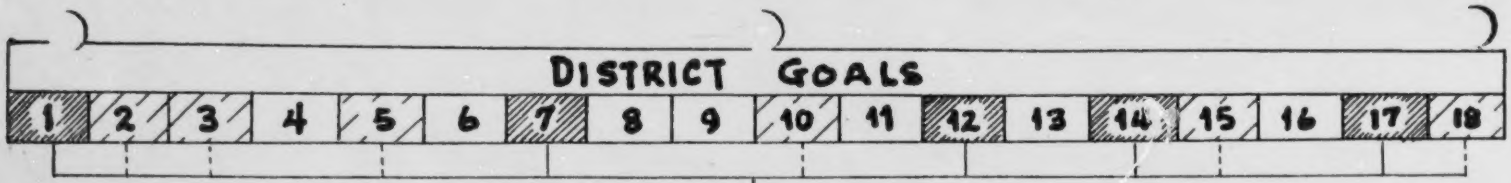
18. The student will be able to derive numerical information from commonly used (graphs, tables and charts); recognize and explain misleading ways of displaying information; and translate such information into support for the student's stand on an appropriate selected topic or issue.

19. The student will be able to acquire information about reality through the student's own powers of observation (e.g., perceiving and experiencing, perceiving information from the external environment, and information about oneself.

20. The student will be able to identify and give an example of factors which contribute to inaccuracy, inadequacy, or irrelevance in communication between or among individual and/or people.

21. The student will be able to identify and evaluate the various components or properties of social phenomena, as they apply to a specific issue, including... (e.g.) values and beliefs (density and strength), climate (natural and human), clarity of definition, economy or efficiency, impact or effect, priority, etc.)

DISTRICT GOALS



LISTENING SKILLS: All students will be able to list a minimum of six of the nine listening skills listed herein, and give an example of the appropriate use of each

A. Listen (observe) with a purpose.
B. Listen attentively and respectfully.
C. Identify sequence of ideas presented and select the most important ideas.
D. Ask appropriate questions to clarify points or issues.
E. Reserve judgment until the entire idea is heard.
F. Take notes while continuing to listen.
G. Summarize or paraphrase what has been said.
H. Respond in context on what has been heard.
I. Build upon ideas which have been stated.

Sk. 1

The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. MASTERY of this skill and its components rest in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

COMPONENT SKILLS

A & B PURPOSE & RESPECT	C. IDEA SEQUENCE	D. CLARIFYING QUESTIONS E. RESERVED JUDGEMENT
"MASTERY" Listening and Observing skills.	Review, reinforce and expand K-8 skills. Introduce listening for priority sequence. Anticipate master at the high school level.	Review, reinforce and expand K-8 skills. Anticipate mastery at the senior high school level.

9th GRADE

8th GRADE	Review, reinforce, expand and K-7 skills. Anticipate 9th grade mastery.	Review, reinforce and expand K-7 skills Review outline skills from listening. Introduce listening for casue-effect.	Review, reinforce and expand K-7 skills. Introduce: propaganda, "diplomatic" language recognition (e.g., newspapers.)
7th GRADE	Review, reinforce and expand K-6 Introduce: listening (observing) for feeling--i.e., affective listening.	Review, reinforce and expand outline skills. Introduce listening for general to specific information.	Review, reinforce and expand K-6 skills. Introduce listening for differing points of view--speakers, classroom panels, etc.
6th GRADE	Review, reinforce and expand all K-5 skills.	Review, reinforce and expand 4-5 outoutlining skills--include sub-topic.	Review, reinforce and expand all K-5 skills.
5th GRADE	Review, reinforce and expand K-4 skills, especially listening for emphasis. Introduce listening for fact and opinion.	Review, reinforce and expand grade 4 outline skills.	Review, reinforce and expand grade 4 skills.

4th GRADE	Review, reinforce and expand K-3 Skills. Introduce: listening for emphasis, e.g., repetition, voice stress, etc.	Introduce: basic outline skills from listening for emphasis and sequence.	Introduce: asking appropriate to clarify points, issues and/or tasks.
3rd GRADE	Review, reinforce and expand K-2 skills.	Mastery: the concept of sequence Review and reinforce grade 2 skills.	Review, reinforce and expand K-2 skills.
2nd GRADE	Review, reinforce and expand K-1 skills.	Expand K-1 skills--sequence of ideas Sequence more than 5 things.	Review, reinforce and expand K-1 skills.
1st GRADE	Review, reinforce and expand K.	Expand K skills--sequence 5 things Select main idea from limited material. Reinforce K skills.	Review, reinforce and expand K-1 skills.
KINDERGARTEN	Introduce: listen attentively and respectfully with a purpose: direction, information, enjoyment and enrichment.	Sequence 3 things--order: first, middle, last--(self and objects).	Introduce appropriate questions to clarify points and tasks. Doesn't interrupt.

PRE-SCHOOL HOME

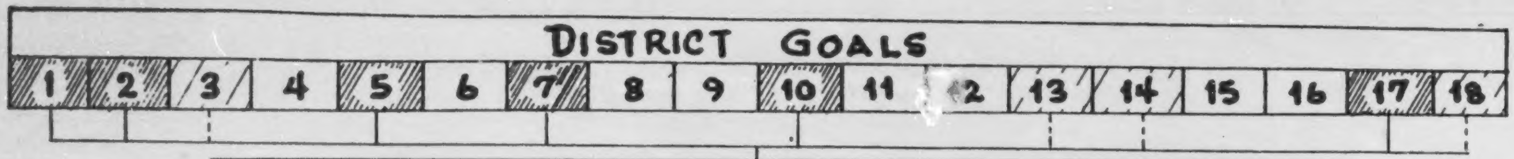
Sk 1 A-E

PROBLEM

Pat Hein

Problems worthy of attack,
Prove their worth by hitting back.

Introduce note-taking (see also Sk.1c Main idea. 5th GRADE	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-4 skills.	Review and expand K-4 skills. Reintroduce inference.
This skill is not applicable below the 5th grade level of readiness and maturity. 4th GRADE	Review, reinforce and expand K-3 skills.	Review, reinforce and expand K-3 skills.	Review and expand K-3 skills. Reintroduce: meaning.
3rd GRADE	Introduce: summary of a short expose. Repeat directions.	Review, reinforce and expand K-2 skills.	Review and expand impact cause and effect and inference.
2nd GRADE	Summarize a paragraph Repeat directions.	Review, reinforce and expand K-1 skills.	Introduce: inference review impact, cause and effect.
1st GRADE	Summarize a three sentence paragraph--repeat directions.	Repeat K skill.	Impact--introduce cause and effect.
KINDERGARTEN	Paraphrase or repeat one sentence.	Staying on the topic discussed.	Impact or meaning.
	PRE-SCHOOL	HOME	Sk.1 f-1



Discussion Skills:

A. All students will be able to identify the type and/or level of discussion...
(e.g., idea, fact, or opinion sharing, problem solving, planning, etc.)

B. All students will be able to demonstrate the procedural skills of group discussion by:

1. Speaking for and with a purpose.
2. Speaking with respect.
3. Asking others to express their views and accepting those views (etc.) without censure.
4. Interacting in various capacities (e.g., leader, supporter, clarifier)
5. Asking for clarification and/or elaboration when needed.
6. Accepting a share of responsibilities and credit and being supportive of the group and group decisions.
7. Ending a discussion when resolution has been achieved.

Sk. 2

The Social Studies shares the responsibility for this skill and its components with several of discipline areas. The skill and its components are introduced early in the educational process and must be continually and continuously monitored and reinforced throughout the years of formal education. Mastery of this skill and its components rests in the ability to use the skill or component when so required, not in the automatic use in each and every circumstance.

COMPONENT SKILLS

A. TYPE & LEVEL

B1 & 2 PURPOSE & RESPECT

3 OPEN EXPRESSION

4. DISCUSSION ROLES

All components reviewed and reinforced as needed. Integrate and coordinate for student ability to use in appropriate situations.

9th GRADE	Review, reinforce and expand moral value discussion skills.	Mastery--Rule setting for group discussions in formal situations.	Review, reinforce and expand sharing of ideas in formal group discussions.	Review, reinforce and expand roles of people in formal discussions.
8th GRADE	Mastery: 7th grade skills. Introduce: moral/value discussion using course subject matter as a guide.	Mastery: speaking with respect in an informal group setting Introduce: respect in a formal group setting in which the group defines a set of rules.	Mastery: sharing ideas in an informal group setting is helpful in resolving conflict. Introduce: sharing of ideas in a formal setting leads to a faster resolution of conflict than does an informal setting.	Mastery of committee skills. Introduce: roles of people in a formal group discussion.
7th GRADE	Review and reinforce: differences between fact and opinion, idea sharing, problem solving, etc. from 6th grade.	Review and reinforce speaking with respect.	Review and reinforce sharing ideas in a group based on informal rules.	Review and reinforce committee skills of small groups (from five to ten people).
6th GRADE	Review, reinforce and expand K-5 skills.			

5th GRADE	Review, reinforce and expand K-4 skills.			/Introduce: student body (School).
4th GRADE	Introduce: differences between fact and opinion. Introduce: idea sharing, problem solving (etc.).	Introduce: speaking with respect, (i.e., clearly, loud enough, avoid "emotional" tones and overtones, and to the point... etc.).	Review, reinforce and expand K-3 skills.	Reinforce committee skills with task organized committees. Introduce classroom student body organization.
3rd GRADE	Review, reinforce and expand K-2.	Review, reinforce and expand K-2.	Review, reinforce and expand K-2.	Introduce committee skills committee of five.
2nd GRADE	Review, reinforce and expand K-1.	Review, reinforce and expand K-1.	Review, reinforce and expand K-1.	Introduce working together: "Committee" of three.
1st GRADE	Review, reinforce and expand kindergarten skills.			
KINDERGARTEN	Introduce in terms of real (fact) or unreal (fiction).	Introduce speaking for a purpose and with respect.	Introduce in terms of sharing.	Introduce in terms of working with a partner.

PRE-SCHOOL HOME

Some men look at the past and ask the question "Why?" I dream of the future and ask the question "Why Not?"

R.F. Kennedy

(History can tell us why not...I don't think it can tell us why.)

COMPONENT SKILLS

	5. CLARIFICATION	6. SUPPORT	7. CLOSURE
9th GRADE	Review, reinforce and expand 7th and 8th grade skills.	Mastery--supportive role by working toward a common goal and sharing responsibility or credit.	Review and reinforce 8th grade skills.
8th GRADE	Review, reinforce and expand 7th grade skills.	Review, reinforce and expand 7th grade skills.	Introduce--difference(s) between formal and informal meetings.
7th GRADE	Introduce: question procedures for clarification and problem solving, i.e., questions which elicit information.	Introduce: working toward a common group goal.	Review, reinforce and expand 6th grade skills.
6th GRADE	Review, reinforce and expand K-5 skills. See also component B-4.		
5th GRADE	Review, reinforce and expand K-4 skills.		

4th GRADE
Review, reinforce and expand K-3 skills.

3rd GRADE
Review, reinforce and expand K-2 skills.

2nd GRADE
Review, reinforce and expand K-1 skills.
See also component B-4.

1st GRADE
Review, reinforce and expand kindergarten skills.

Introduce: asking for clarification or elaboration when needed.

Introduce sharing responsibility and credit--being supportive of partner and/or group.

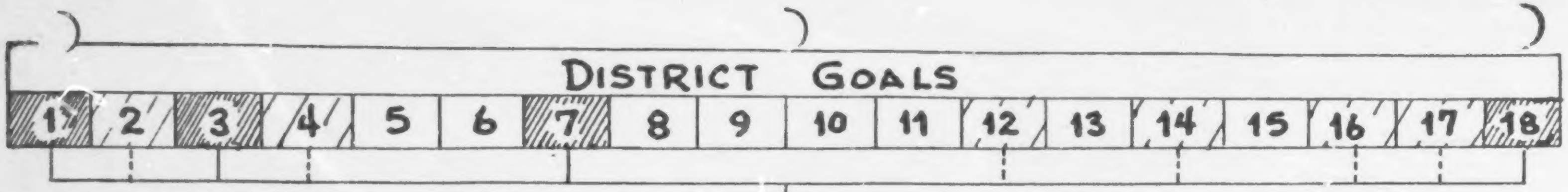
Introduction to the idea that there is a closure to discussion.

KINDERGARTEN

PRE SCHOOL

HOME

SK2B 5-7



REPORTING SKILLS
All students will be able to write and/or present oral reports according to specified criteria:
1. Demonstrate completion of research and preparation.
2. Follow or give directions clearly and accurately.
3. Use appropriate aids for communicating information (e.g., charts, graphs, tables, illustrations, models, etc.)
4. Use a systematic format and/or approach (e.g., outline).

Sk. 3

The Social Studies shares the responsibility for this skill and its components with several of the discipline areas. The achievement of mastery is anticipated to be a cooperative effort.

COMPONENT SKILLS

1. PREPARATION	2. DIRECTIONS	3. COMMUNICATION AIDS	4. FORM and FORMAT
Review, reinforce and expand to arrive at functional skill.	Review, reinforce and expand to make K-8 skills functional.	Review, reinforce and expand to make K-8 skills functional.	Review, reinforce and expand to make K-8 skills functional.

Mastery of all skills integrated and coordinated anticipated beyond the junior high school level.

9th GRADE

Review, reinforce and expand K-7 skills.	Review, reinforce and K-7 skills.	Review, reinforce and K-7 skills.	Review, reinforce and K-7 skills.

8th GRADE

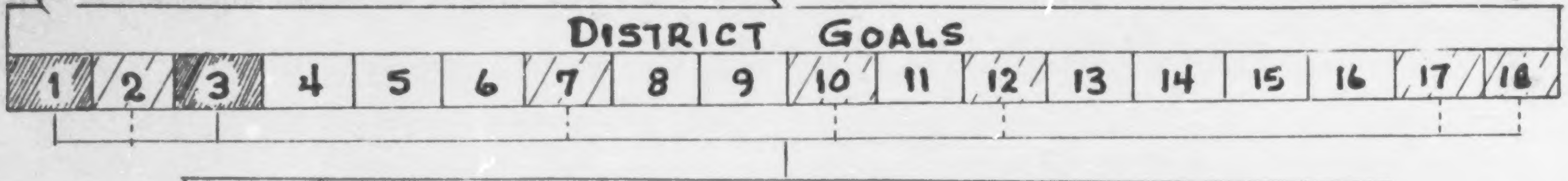
Review, reinforce and expand all components as identified in grades K-6.

7th GRADE	Expand use of multiple sources. Introduce: distinction between appropriate and inappropriate sources. Introduce: methods of handling conflicting points of view.	Introduce comparison of oral and written directions. --The use of aids to clarify directions (oral or written). --clarification techniques for following directions. --Appropriate vocabulary for giving directions.	Expand use of models, charts and tables. Introduce: illustrations, e.g., maps pictures, drawings. --Written and oral explanation. --Techniques for focusing on a single concept.	Introduce: organization and classification of research material. Reintroduce: outline methods.
6th GRADE	(See also Sk.4 - (Research). Introduce: the use of survey. Review, reinforce and expand K-5 skills to include use of multiple resources.	Review, reinforce and expand K-5 skills.	Review, reinforce and K-5 skills.	Review, reinforce and expand K-5 skills. Introduce use of preface. Introduce note-taking on 3 x 5 cards.
5th GRADE	Introduce: school library use of two (or more) resources.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-4 skills.	Introduce: bibliography. Review, reinforce and expand K-4 skills.
4th GRADE	Review, reinforce and expand K-3 skills--use of classroom library--one resource (e.g., encyclopedia). Introduce: card catalog.	Review, reinforce and expand K-4 skills.	Review, reinforce and expand K-3 skills. Introduce: charts and tables.	Introduce: headings. Introduce: title page and table of contents. Review, reinforce and expand K-3 skills.

3rd GRADE	Introduce: Written report. Review, reinforce and expand K-3 skills.	Review, reinforce and expand K-3 skills.	Review, reinforce and expand K-3 skills.	Review, reinforce and expand K-3 skills.
2nd GRADE	Introduce: concept of research from books as well as from people. Review, reinforce and expand K-2.	Review, reinforce and expand K-2 skills.	Review, reinforce and expand K-2 skills.	Review, reinforce and expand K-2 skills.
1st GRADE	Introduce concept of research from people as resources. Review, reinforce and expand K.	Review, reinforce and expand K.	Abstract K skills into bar graph. Introduce	Introduce: name placement on a paper.
KINDERGARTEN	Oral reports--show and tell observation (etc.) in simple terms.	Follow and give directions clearly and accurately.	"Thermometer" as a means of showing quantitative data.	Not applicable at this level of readiness and maturity.

PRE-SCHOOL HOME

Sk 3



Problem Solving Skills:

Students will be able to identify and select a problem for investigation, and to demonstrate a systematic process for the study of that problem to arrive at potential solution(s) for the resolution of the problem selected. (Skills 5 through 8 are component or enabling skills.)

Sk 4

This competency is not independently sequenced. Competencies 5 through 8 are components, or enabling skills, and are sequenced accordingly.

DISTRICT GOALS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

IDENTIFICATION AND SELECTION: Students will be able to identify and select a problem or issue for investigation;

A. Students will be able to limit and/or clarify the problem or issue for the purpose of their investigation.

B. Students will be able to identify and explain the components or contributing factors involved in the problem or issue.

C. Students will be able to make a choice or a selection and give reasons for that choice or selection.

Sk. 5

9th GRADE

Mastery of this competency as stated above.

8th GRADE

Coordinate and integrate components K-7 to continue development of mastery. Selection of specific national problems.

7th GRADE

Coordinate and integrate components K-6 to develop mastery. Students will be able to identify a specific problem and be able to list and explain the components or factors involved.

COMPONENT SKILLS

	A. CLARIFICATION	B. COMPONENTS	C. REASONED CHOICE
6th GRADE	Review, reinforce and expand grade 4 and 5 skills.	Review and expand grade 5 skills. Introduce use of more detail and sub- heading as a means of identifying problem components.	Review, reinforce grade 5 skills and make a more specific choice from a more detailed outline.
5th GRADE	Review, reinforce and expand grade 4 skills. Introduce clarification and limitation of problem.	Introduce outlining, including sub-heads as a means of identifying components in a problem.	Introduce selection of a problem from information in outlines.
4th GRADE	The student will be able to select 3 problems from a broad range of problems.	(Rest)	Introduce selection of a problem from a choice of 3 problems.
3rd GRADE	Review, reinforce and expand K-2 skills. Introduce understanding of the purpose of systematic investigation or inquiry.	Students will be able to identify and explain contributing factors involved in a simple problem or issue (e.g., playground discipline). Review, reinforce and expand K-2. Introduce: cultural views (values) as a contributing factor.	Review, reinforce and expand K-2 skills.

2nd GRADE	Review, reinforce, and expand K-2 skills.	Introduce "social" issues and relat "contributing factors" to concept of cause (e.g. pollution).	Review, reinforce and expand K-1 skills.
1st GRADE	Review, reinforce and expand K skills.	Review, reinforce and expand K skills.	Review, reinforce and expand K skills.
KINDERGARTEN	Introduce: students will be able to limit and/or clarify a problem or issue for the purpose of their investigation...as a class or group activity.	See 3rd grade above.	Introduce: Students will be abl to make a choice or selection and give reasons for that choice or selection...as a class or group activity.

PRE SCHOOL

HOME

The degree of one's emotions varies inversely with one's knowledge of the facts - the less you know the hotter you get.

Bertramd Russell

DISTRICT GOALS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

DATA GATHERING AND RESEARCH SKILLS: All students will be able to select a problem or issue for investigation and as a (classroom) group design and plan a process of investigation for that selected problem or issue. All students will be able to:

A. Participate as a member of a group in IDENTIFYING, LOCATING and USING a variety of sources to gain INFORMATION on the problem or issue.
B. Individually to locate and use print and nonprint sources of information.
C. To use, individually, a variety (at least three) sources to acquire information (e.g., authorities, interviews and surveys, case studies, statistical data, systematic observation, and/or personal experience, etc.).
D. To assess the authenticity of the sources of information (e.g. to check the author's knowledge, background, bias, etc.).
E. To contribute to the formulation of questions which will help lead to the answer(s) needed to resolve the problem or issue.
F. To organize information collected (i.e., differentiate fact from opinion, identify cause and effect, and summarize and categorize information).
G. To use summarized information to draw conclusions, offer solutions to problems, clarify issues, make predictions, or use as a guide to further investigation.
H. To modify solutions to problems or issues in light of new factors or considerations.

SK. 6

The Social Studies shares the responsibility for the development of this skill and its components with several of the discipline areas. Social Studies provides one of the contexts within which the skill(s) can be achieved.

COMPONENT SKILLS

A. SOURCES of DATA	B. USE of DATA	C. VARIETY of DATA	D. RELIABILITY of DATA
MASTERY-simple identification and location of sources.	MASTERY as an individual on an individual project.	Review, reinforce and expand K-8. Anticipate mastery at the senior high school level.	Review, reinforce and expand K-8. Anticipate mastery at the senior high school level.

9th GRADE

8th GRADE	Mastery: one source use. Review, reinforce use of multiple sources.	See component A. Apply on an individual basis.	Review, reinforce and expand K-7 skills.	Review, reinforce and expand K-7 skills.
7th GRADE	Review, reinforce and expand K-6. Introduce new sources...film, speakers, surveys, etc.	Same as component A.	Introduce methods of gathering information... interviewing, operating AV materials, reading, note taking, etc.	Review differences: fact and opinion. Introduce bias. Introduce methods for checking information reliability.
6th GRADE	Review, reinforce and expand 4-5 skills. Introduce speaker as source. Reintroduce: use of printed matter (books) as source.	Same as component A.	Not applicable for below the 7th grade level of readiness and maturity except as coincident with other objectives and components.	Review, reinforce and expand 4-5 skills.
5th GRADE	Review, reinforce and expand grade 4 skills.	↓	↓	Review, reinforce and expand grade 4 skills.
4th GRADE	Introduce use of radio, TV, and newspaper and/or student periodicals (when applicable).	↓	↓	Reintroduce the difference(s) between fact and opinion.

This skill, and its components, are not applicable below the 4th grade level of readiness and maturity except as coincident with other competencies.

COMPONENT SKILLS

	E. INQUIRY PLAN	F. ORGANIZING DATA	G. HYPOTHESIS	H. MODIFICATION
9th GRADE	Review, reinforce and expand K-8. Anticipate mastery at the senior high school level.	Mastery of the concept and process of organization of data. Continue application through high school level.	Mastery: term and concept of prediction and hypothesis. Continue application through senior high school.	Review, reinforce and expand grade 7 and 8 skills. Anticipate mastery at the senior high school level.
8th GRADE	Review, reinforce and expand 4-8 inquiry skills.	Review, reinforce and expand 4-8 organizing skills.	Review, reinforce and expand 6-8 hypothesizing skills.	Review, reinforce and expand grade 7 skills.
7th GRADE	Review, reinforce and expand 4-6 inquiry skills.	Review, reinforce and expand 4-6 organizing skills.	Review and expand 6th grade. Introduce: prediction.	Introduce: modification of hypothesis based on new data.
6th GRADE	Review, reinforce and expand grade 5 inquiry skills.	Introduce use of summaries. Review, reinforce and expand grade 5 categorizing.	Introduce summarization to draw conclusions, offer solutions and clarify issues.	Not applicable below the 7th grade level of readiness and maturity.
5th GRADE	Review, reinforce and expand grade 4 inquiry skills.	Introduce: categorization of information. Review grade 4 skills.	Not applicable below the 6th grade level of readiness and maturity.	

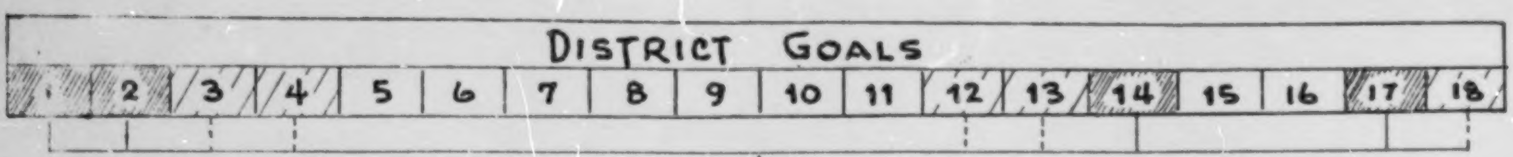
Introduce inquiry skills
(see components A-D & F).

Introduce: cause and effect.
Reintroduce: fact and opinion.

4th GRADE

This skill, and its component, are not applicable below the 4th grade level of readiness and maturity, except as coincident with other related competencies.

Sk 4 E - H

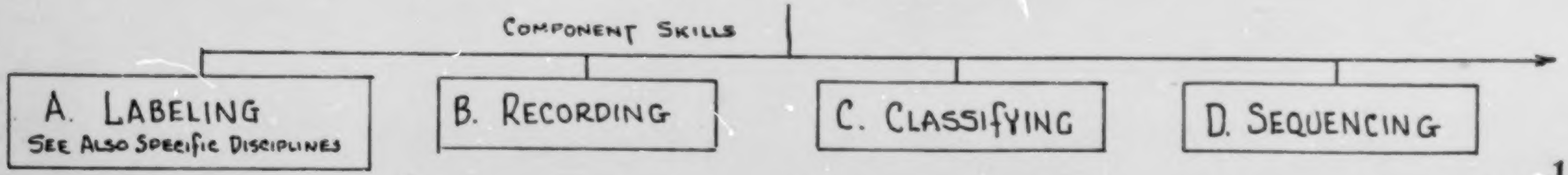


PROBLEM SOLVING - ORGANIZATION OF DATA: Students will be able to organize information into a meaningful system.

A. Students will be able to accurately use conventional systems and terms for LABELING or NAMING objects, materials, categories, etc.
B. Students are able to record information in a variety of ways, (e.g., written notes, tape recordings, audio/visual media, video tape, etc.).
C. Students are able to demonstrate that classifying is a way of sorting and organizing information so things which have common characteristics are found together.
D. Students will be able to order similar objects or pieces of information in sequence, according to differences or similarities in an observable property (e.g., by size, shades of color, etc.) by importance, and/or impact potential, by logic, or by value intensity or density (i.e., strength or number of people holding that value.
E. Students will be able to abstract from resource materials the information relevant to the purpose or subject of an inquiry.
F. Students are able to summarize information contained in available data.
G. Students are able to make logical estimates based on available information, and are able to revise or adjust estimates when appropriate.

Sk-7

Although individual components of this competency may be achieved at the 9th grade level, the skill or organizing data as stated should not be anticipated below the senior high school level of maturity.



9th GRADE	Skill is functional or useable without instruction at the 9th grade level.	Review, reinforce and expand 8th grade skills, anticipate mastery at senior high level.	Skill is functional or useable without instruction at the 9th grade.	Review, reinforce and expand 7th and 8th grade skills, anticipate mastery at senior high level.
8th GRADE	Skill is functional or useable at the 8th grade level.	Introduce: note taking from lecture or oral presentation.	Mastery: classifying material by use of an outline.	Reintroduce: cause and effect sequence. Introduce: sequence by priority.
7th GRADE	Mastery: the process(es) of labeling or classifying.	Mastery: note taking from resource material.	Review, reinforce and expand K-6 skills.	Introduce: time sequence (i.e., timeline). Introduce: numerical sequence.
6th GRADE	Review, reinforce and expand K-5 skills.	Review, reinforce and expand K-5 skills including note taking. Introduce note taking on 3 x 5 cards.	Introduce sorting information using an outline to or including Arabic numerals.	Not applicable below 7th grade level of maturity except as identified in Sk 1-C and Sk 7-C.

5th GRADE	Review, reinforce and expand K-4. Increase student involvement. Include outlining and coordinate with Sk 7-C.	Review, reinforce and expand K-4. Introduce note taking skills from textual materials and from other available resources such as film, film strip, etc. Introduce the use of the paraphrase note taking.	Review, reinforce and expand K-4 skills.	
4th GRADE	Review, reinforce and expand K-3. Introduce labeling and categorization of student given information with labels provided by the teacher.	Review, reinforce and expand K-3. Introduce the importance of note taking. Introduce recognition of information important enough to require note taking. Introduce note taking from teacher model.	Introduce the skill of sorting information with the use of an outline to capital letters.	
3rd GRADE	Review K-2 terminology and labeling when appropriate with the context of content (discipline) study. Expand to "city"-wide labels (level of experience).	Review and reinforce K-2 skills. Expand to include recording information in writing using teacher as	Review, reinforce and expand K-2. Read, categorize in written form-labeling.	Review, reinforce and expand K-1 skills.
2nd GRADE	Introduce term systems in context of content (census, room, school, etc.).	Review and reinforce 1st grade. Expand to include graphing.	Review and reinforce 1st grade. Read, categorize orally and label.	Review, reinforce and expand K-1 skills.
1st GRADE	Reinforce K. Expand terminology to meet the child's needs	Reinforce K. Expand to include audio/visual.	Classify objects and pictures.	Review, reinforce and expand K skills.
KINDERGARTEN	Introduce initial common conventional terms (e.g., scarcity, pollution, neighborhood, labeling).	Introduce recording information through pictures and tape recorder.	Classification according to physical properties (e.g., size, shape, and color).	Introduce sequencing according to shading of colors, similarities and differences.

PRE SCHOOL) HOME)

SK 7 A-D

Proof is based on an act
of faith.

Norbert Wiener

Human Use of Human Beings

COMPONENT SKILLS

	E. ABSTRACTING	F. SUMMARIZING	G. ESTIMATING
9th GRADE	Review, reinforce and expand 7th and 8th grade skills. Anticipate mastery at the high school level.	Mastery: students will be able to summarize information contained in available data.	Reintroduce skill of estimating. Anticipate mastery at the high school level.
8th GRADE	Review, reinforce and expand abstraction of pertinent data from audio visual and reading sources.	Review, reinforce and expand K-7 skills.	Rest
7th GRADE	Introduce abstraction of pertinent data from oral presentations, pictures, film, etc.	Reintroduce and expand: concept of summary means the extraction of main points from a given source, and restatement in the student's own words briefly.	Rest
6th GRADE	Not applicable below 7th grade level of maturity and readiness.	Review, reinforce and expand K-5 skills (see also Sk 1-G).	Review, reinforce and expand grade 5.
5th GRADE		Review, reinforce and expand K-4 skills.	Introduce making logical estimates based on available information.
4th GRADE		Reintroduce the use of summary.	Not applicable below 5th grade level of maturity and readiness.

3rd GRADE	Review, reinforce and expand K-2 skills.
2nd GRADE	Review, reinforce and expand K-1 skills.
1st GRADE	Review, reinforce and expand grade K.
KINDERGARTEN	Introduce summarizing information.

PRE SCHOOL HOME

Sk 7 E-G

DISTRICT GOALS																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Problem Solving - Critical Thinking
Students will be able to INTERPRET information:

A. Students will be able to DECODE for meaning and accurate information from written or printed words, numerical symbols, graphic representations, and/or schematic models.

B. Students will be able to relate CAUSE and EFFECT accurately and adequately for a given situation.

C. Students will be able to demonstrate a way of refining the accuracy and the usefulness of COMPARISON and DISCRIMINATION, and that these skills are key processes at all states of inquiry and problem solving.

D. Students will be able to draw logical INFERENCE from observations or representations (etc.) and are able to demonstrate that interpolation and extrapolation involves the inferring and projection of trends sequentially from organized data.

E. Students will be able to demonstrate that ANALYSIS is the study of a body of information by systematic examination of the parts and the relationship between or among the parts.

F. Students will be able to use effectively STANDARDIZED or conventional criteria for organizing and interpreting information, and will be able to test the VALIDITY of data against such specified data.

G. Students will be able to formulate logical GENERALIZATIONS from available data, and will be able to withhold judgment or conclusions until adequate information has been validated.

Sk 8

The junior high school student typically expands the majority of energy growing physically and socially. Mastery of mental growth of the kind specified by this objective is beyond the energies of most junior high school students except on an ad hoc or elective basis. It is therefore recommended that this competency and its components be at rest in the junior high school years and reintroduced for mastery at the senior high school level.

9th GRADE

Rest

8th GRADE

Rest

7th GRADE

Rest

COMPONENT SKILLS

	A. DECODING	B RELATING	C. COMPARING	D. INFERENCE
6th GRADE	Review, reinforce and expand K-5 skills.	Review, reinforce and expand K-5 skills.	Review, reinforce and expand K-5 skills.	Review, reinforce and expand K-5 skills. Expand to use of inference as directed by small group.
5th GRADE	Introduce the meaning of numbers in relation to what people want, and do (e.g., population density). Reinforce and expand K-4 skills.	Review, reinforce and expand grade 4 skills.	Review, reinforce and expand grade 4 skills. Introduce dissimilarities as a means of categorization.	Review, reinforce and expand K-4 skills. Introduce inferring from sequential material and information.
4th GRADE	Review and expand K-3 skills. Introduce the use of bar, pie, picture and line graphs.	Reintroduce concept and application of cause and effect as a relationship among data.	Introduce comparison as a key process of problem solving and inquiry	Introduce teacher directed inference (deduction) from observation and organized data.
3rd GRADE	Review and reinforce 2nd grade skills. Expand to written and printed word.	Review, reinforce and expand K-2 skills.	Not applicable below 4th grade level of maturity and readiness except as coincidental with other skills (e.g., sequencing).	Review, reinforce and expand K-2 skills. Coordinate with Sk 8-A and B (right).

2nd GRADE	Review and reinforce grade 1 skills. Introduce simple graph with teacher guidance.	Review, reinforce and expand K-1 skills.	Review, reinforce and expand K-1 skills. Coordinate with Sk 8-A and B (right).
1st GRADE	Review, reinforce and expand K skills.	Review, reinforce and expand K skills.	Review, reinforce and expand K skills.
KINDERGARTEN	Introduce interpreting (decoding) pictures and numerical symbols for meaning.	Relate cause and effect accurately and adequately for a given concrete, experienced situation, e.g., playground discipline. Cause answers "Why?" Effect answers "Then what happened?"	Introduce inference from observation, representation or experience. Coordinate with Sk 8-A and B (right).

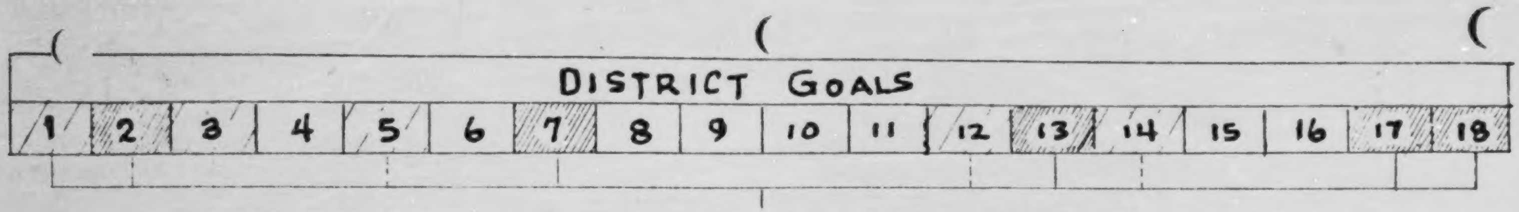
PRE SCHOOL HOME

Sk 8 A-D

COMPONENT SKILLS

	E. ANALYSIS	F STANDARDS	G GENERALIZATION
6th GRADE	Review and reinforce grade 5 skills. See also 7-A.	Analysis at this level of maturity consists of comparison and decoding skills already addressed (Sk 8-A, B and C).	Review, reinforce and expand grade 5 skills.
5th GRADE	Review, reinforce and expand grade 4. See also 7-A.		Reintroduce generalization deduced by class or small group.
4th GRADE	Introduce use of conventional symbol in the appropriate disciplines to be covered (e.g., geography). Introduce the use of numbers for organizing and interpreting date. Introduce use of distance and time for organizing and interpreting data. Introduce concept of averaging. See also 7-A.		Rest
3rd GRADE	Not applicable below 4th grade level of maturity and readiness.	Review, reinforce and expand K-2 skills.	Review, reinforce and expand K-2 skills.
2nd GRADE		Review, reinforce, and expand K-1 skills.	Review, reinforce and expand K-1 skills.
1st GRADE		Review, reinforce and expand K skills.	Review, reinforce and expand K skills.
KINDERGARTEN		Students will be able to interpret, (i.e., paraphrase) directions.	Students will be able to formulate generalizations from observable data with teacher guidance.

PRE-SCHOOL HOME



Sk. 9

Problem Solving - Systematic Decision Making and Planning

The student will be able to act on the basis of information...i.e., to make decisions:

A. Students will be able to identify, explain and use the steps in problem solving to arrive at solutions to (given) expected or unexpected problems, (i.e., problem identification and clarification, resource identification, need assessment, alternative identification, alternative feasibility analysis, selection, planning and action.

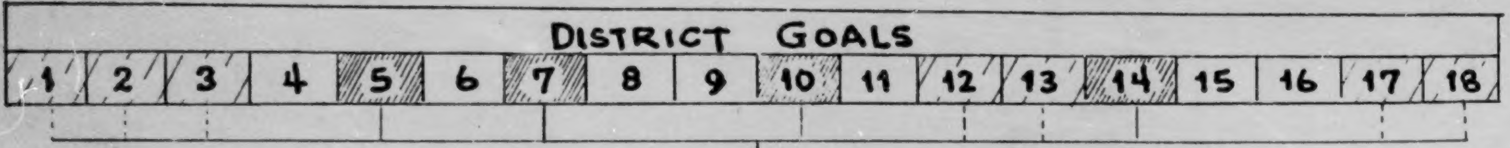
B. Students will be able to establish criteria from which to judge alternative solutions appropriate to the "problem" under study...(see also section on judgment criteria).

C. Students will be able to select and to explain the selected alternative in terms of benefit as a resolution to the problem under study, and in terms of the criteria for such resolution.

D. Students will be able to participate rationally in the setting, planning, and achievement (evaluation) of the decision made.

Components A-C complete cycle from skills 4-9. The component or enabling skills have been addressed in skills 5-8.

Component D will be addressed more fully in skill 10 following.



Students will be able to identify, explain, and participate in the commonly accepted procedures of group formal decision making.

A. Committees
B. "Parliamentary" procedure
C. Compromise
D. Consensus
E. Legislative action

Sk-10

All components, except component D reviewed, reinforced and expanded. Integrate and coordinate for mastery (except D).

SEE ALSO SKILL 2B-4

COMPONENT SKILLS

A. COMMITTEES

Skill is functional or useable at the 9th grade level.

B. RULES of ORDER

Mastery of the concept of order of procedure in committee meetings.

C. COMPROMISE

Skill is functional at the 9th grade without instruction.

9th GRADE

8th GRADE	Mastery: skills of committee participation (see also Sk 2 B-4).	Review, reinforce and expand formal meeting procedures (rules of order).	Skill is functional or useable at the 8th grade level.
7th GRADE	Review, reinforce and expand committee participation skills-election of office and representation of others.	Introduce: formal rules of procedure.	Mastery: concept of compromise; the need for compromise and the process(es) of achieving compromise.
6th GRADE	Introduce student body (school).	Review, reinforce and expand K-5 skills. Introduce formal meeting procedures including opening, minutes, old and new business, and closing.	Review, reinforce and expand K-5 skills.
5th GRADE	Reinforce committee skills with task organized classroom committees.	Review, reinforce and expand K-4 skills. Introduce making a motion.	Introduce compromise through sharing and cooperation-each side must be willing to give and take. Introduce compromise as a positive means of problem solving.
4th GRADE	Review and reinforce committee skills grade 3.	Introduce discussion and voting on issue. Introduce nomination and election of officers.	Not applicable below 5th grade level of maturity and readiness.

Introduce "committee" skills.
Committee of five.

Review, reinforce and expand K-2 skills
("order in proceedings").

3rd GRADE

Introduce "working together".
Committee of three.

Review, reinforce and expand K-1 skills
("order in proceedings").

2nd GRADE

Review, reinforce and expand kindergarten skills.

1st GRADE

Introduce in terms of working
with a partner.

Parliamentary procedure or order
of proceeding means: raising of
hands, waiting to be called upon,
taking turns.

KINDERGARTEN

PRE SCHOOL HOME

Sk-10 A-C

Component Skills

	D. CONSENSUS	E. LEGISLATIVE ACTION
9th GRADE	Mastery: concept and purpose of achieving consensus.	Review, reinforce and expand 6-8 skills. Anticipate mastery at senior high level.
8th GRADE	Introduce concept and purpose (define) consensus.	Introduce concept and purpose of lobbies, citizen and special interest groups and actions within a community.
7th GRADE	Mastery: concept and purpose of a super-majority, majority and plurality as introduced and sequenced K-6.	Introduce how a bill becomes a law, how community "laws" are made. Different types of legislative action including recall, initiative, etc.)
6th GRADE	Review, reinforce and expand grades 3-5. Introduce concept of "super-majority" and include reasons for super-majority.	Legislative action at the 6th grade and below is interpreted to mean the setting of rules to solve certain kinds of problems. Depending on the "problem" rules may be student or teacher set.

Review, reinforce and expand 3-4
Introduce concept of "plurality".

5th GRADE

Introduce and discuss concept
of majority.

4th GRADE

3rd GRADE

2nd GRADE

1st GRADE

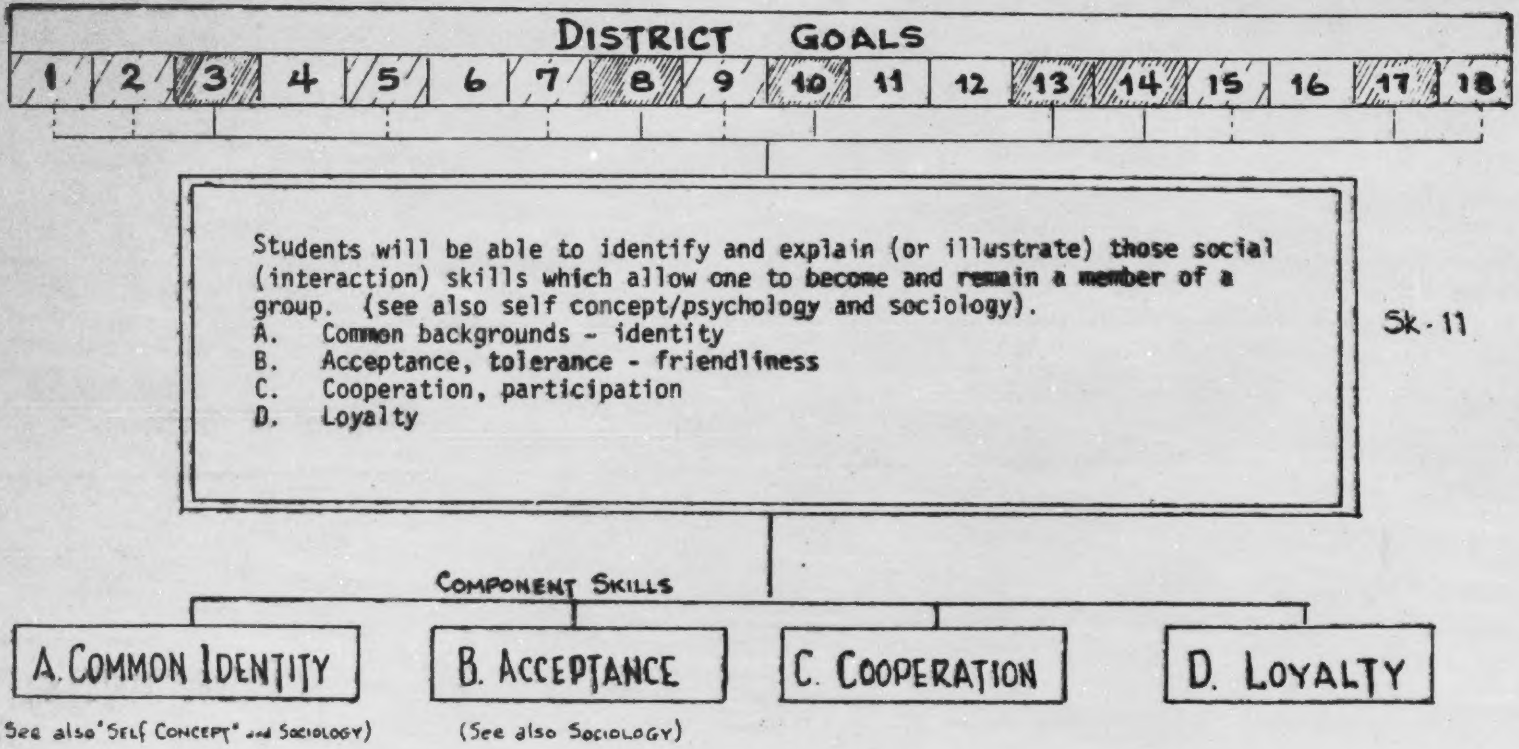
Majority "rule" is used and may be
discussed.

KINDERGARTEN

PRE SCHOOL

HOME

Sk 10 D-E


DISTRICT GOALS
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Students will be able to identify and explain (or illustrate) those social (interaction) skills which allow one to become and remain a member of a group. (see also self concept/psychology and sociology).
A. Common backgrounds - identity
B. Acceptance, tolerance - friendliness
C. Cooperation, participation
D. Loyalty

Sk-11

COMPONENT SKILLS
A. COMMON IDENTITY
(See also 'SELF CONCEPT' and SOCIOLOGY)
B. ACCEPTANCE
(See also SOCIOLOGY)
C. COOPERATION
D. LOYALTY

Mastery of this skill and its components is not anticipated below the senior high school level, however, all components should be integrated and coordinated at the 9th grade to anticipate mastery.

Introduce: concept of the extension of self as a member of a group.

9th GRADE

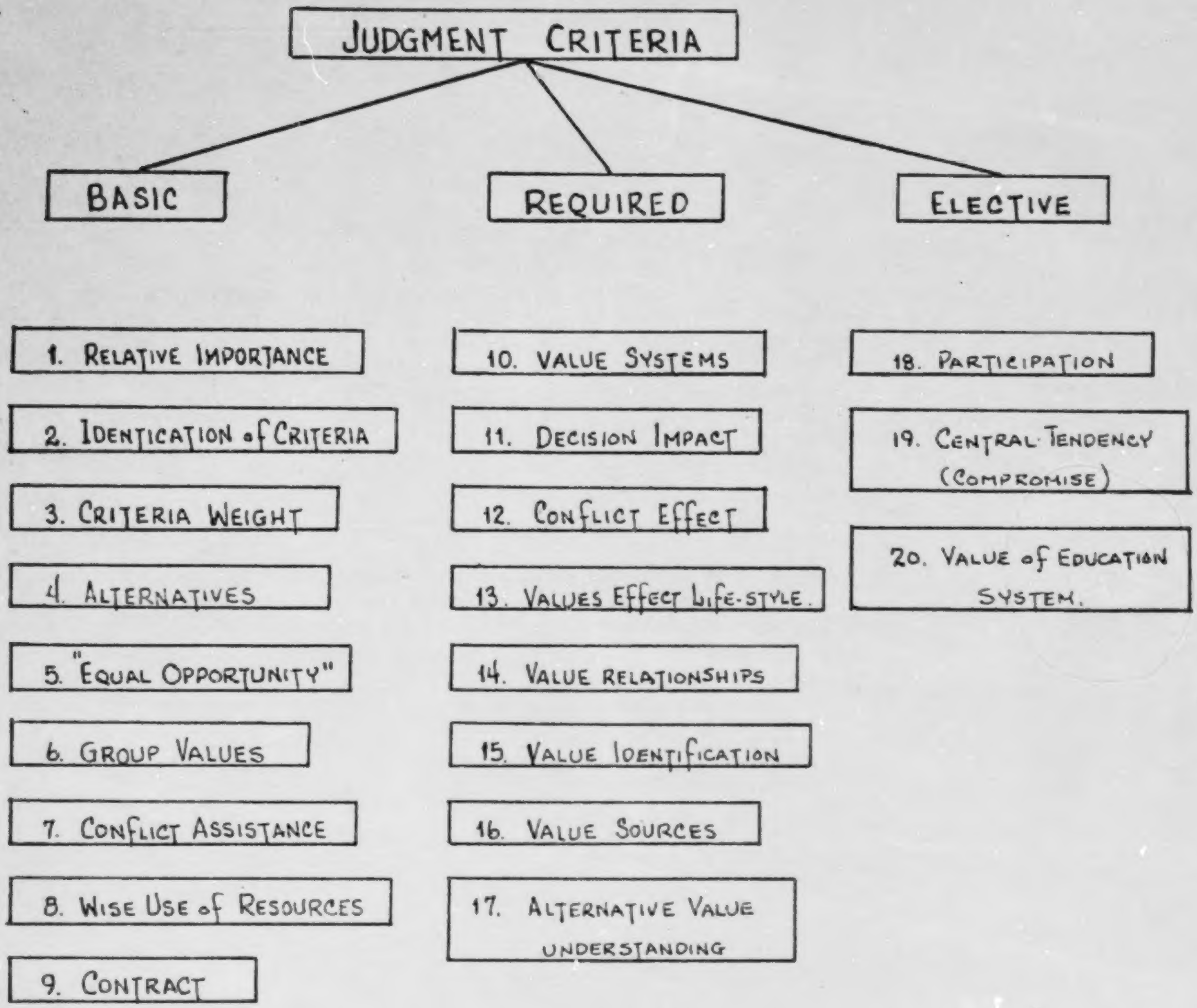
8th GRADE	Introduce the concept of interdependence.	Introduce the concept of reasonable limits.	Introduce the concept and understanding of cooperative roles. Introduce the concept of delegation of responsibility.	Review, reinforce and expand K-7 skills.
7th GRADE	Introduce the concept of community (E.G. family group.)	Introduce the concept of self-acceptance.	Expand to cooperation and participation within the community.	Introduce the components of loyalty - why we should be loyal and to whom. Introduce sources of values which inspire loyalty.
6th GRADE	Review, reinforce and expand K-5 skill and understanding.	Review, reinforce and expand K-5 skill and understanding.	Review, reinforce and expand K-5 skill and understanding.	Review, reinforce and expand K-5 skill and understanding.
5th GRADE	Review and reinforce K-4 skills introduce identity on state and national levels. Introduce concept of religious, political and "worker" affiliation.	Review, reinforce and expand K-4 skills and understanding.	Review and reinforce K-4 skill expand to school-wide participation and cooperation.	Review, reinforce and expand K-4 skill and understanding.
4th GRADE	Introduce commonality of class, school, and neighborhood groups.	Introduce concept of acceptance, tolerance and friendliness for discussion.	Introduce concept of cooperation and participation within the group.	Introduce concept of loyalty to family, friend and school. (Loyalty...not blind followership)

All four components will be addressed K-3 as need and specific or concrete instances arise. These may allow classroom discussion on an "Ad Hoc" basis.

K-3

PRE SCHOOL HOME

Sk 11


JUDGMENT CRITERIA
BASIC
REQUIRED
ELECTIVE
1. RELATIVE IMPORTANCE
2. IDENTICATION of CRITERIA
3. CRITERIA WEIGHT
4. ALTERNATIVES
5. "EQUAL OPPORTUNITY"
6. GROUP VALUES
7. CONFLICT ASSISTANCE
8. WISE USE of RESOURCES
9. CONTRACT
10. VALUE SYSTEMS
11. DECISION IMPACT
12. CONFLICT EFFECT
13. VALUES EFFECT LIFE-STYLE.
14. VALUE RELATIONSHIPS
15. VALUE IDENTIFICATION
16. VALUE SOURCES
17. ALTERNATIVE VALUE UNDERSTANDING
18. PARTICIPATION
19. CENTRAL TENDENCY (COMPROMISE)
20. VALUE of EDUCATION SYSTEM.

JUDGMENT CRITERIA

Those (discipline) problems in school and/or in society, not due to negative self concept, most likely will find their source in (faulty) judgment or in the lack of perceived alternatives. Educational and public concerns (for problems is expressed under many labels - E.G. attitudes and values, moral reasoning, and law focused education. In each case the area of concern relates to the decision-making process, and the criteria by which decisions can be made, (or, once made, judged and evaluated.)

This section attempts to provide (the opportunity to learn a process or) alternative processes by which decisions can be made and judged. Competencies have been identified in both the individual and social decision-making realms.

It is anticipated that the opportunity to study and learn judgment criteria will be shared with other subject matter disciplines in the educational process. As these skills and competencies have been written, care has been taken to avoid indoctrination and invasion of privacy. The opportunity to learn lies in developing an understanding of alternatives at the level of the learner's maturity and readiness.

BASIC

1. Students will be able to identify at least five criteria by which a choice or judgment might be made and to compare the relative importance of the selected criteria in a (given) specific circumstance. (E.G. beauty, cleanliness, commitment, concern for others, consistency, dedication, duty, efficiency, equality, free enterprise, freedom function, growth, honesty, integrety, justice, loyalty, morality, needs, pleasure, power, profit, progress, promptness, religion, responsibilities, safety, satisfaction, security, self interest, self preservation, stability, tradition, truth, wants.)

2. Students will be able to identify objects, feelings and ideas important to people in different places and at different times and to explain why some things are valued more in some places and times than in others.

3. Students will be able to identify and describe some influences which groups (E.G. family, peer, cub scouts) and institutions might have on individual behavior (E.G. choice of clothes, food, language, recreation, and attitudes toward other people and institutions) and to compare these influences with those in other cultures.

4. Students will be able to identify alternative responses to a dilemma situation, consider the possible consequences of each response, and select and defend a position on one of those responses.

5. Students will be able to explain the meaning and implication of equal access to opportunity.

6. Students will be able to identify value thought so essential for group or community well being that they have been made into law.

7. Students will be able to identify sources of help for the resolution of personal conflicts or needs to be used if or when needed.

8. Students will be able to discuss alternative ways of providing for the continuance of the world's resources and for the reasoned use of those resources for the benefit of all living beings.

9. Students will be able to identify and explain the moral and legal responsibilities inherent in a contractual agreement as binding both or all parties to the contract. The contract may be written or oral. Each student will also be able to state the moral, legal, social, and/or economic (etc.) consequences apt to occur for failure to "live up to" or achieve the terms of the contract.

REQUIRED

10. Students will be able to compare and contrast the decision-making process as typical of totalitarian and democratic political systems and of capitalistic, socialistic and/or communistic economic systems.

11. Students will be able to identify and explain the impacts and significance of at least one each of the social, political, and economic decisions made between and/or among peoples.

12. Students will be able to explain how conflict may affect relationships between individuals and/or between groups of people.

13. Students will be able to describe and explain how personal feelings and preferences about people, beliefs, and ways of life affect the political, economic and/or social life of a nation.

14. Students will be able to compare and contrast the beliefs and values of two groups of people and suggest the effects (both positive and negative) that similarities and differences in beliefs and values may have on the relationship between these two groups.

15. Students will be able to explain, in analyzing a given editorial or commercial, the purpose for which the item was written.

16. Students will be able to give reasons why people might understandably support values, attitudes, etc., different from the student's and to defend the right of others to support differing values, etc.

17. Students will be able to identify the source and development of attitudes and values as a general concept. (Why do people differ? How and Why do values change?)

ELECTIVE

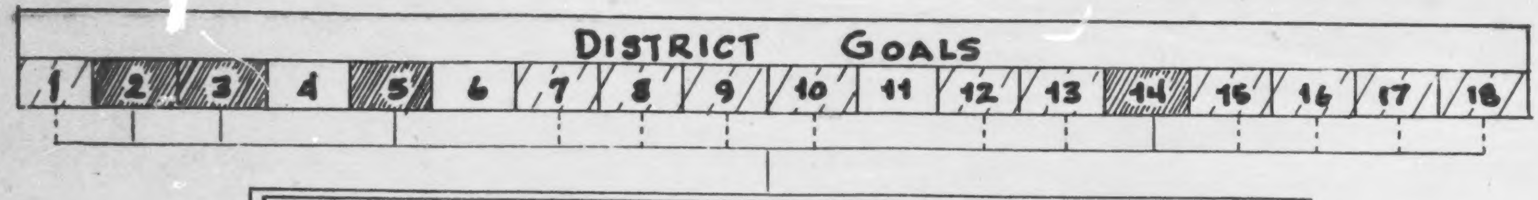
18. Students will be able to participate rationally in some social, political or economic activities carried on in the community.

19. Students will be able to explain and demonstrate what the term "average" means and to explain the implications of central tendency (the average or common man for example.)

20. Students will be able to discuss and explain the value of education and the American School System.

If you are honest, because you think that honesty is the best policy, your honesty has already been corrupted.

Sidney J. Harris



Students will be able to identify at least five criteria by which a choice or judgment might be made, and to compare the relative importance of the criteria in a specific selected circumstance.

JC - 1

9th GRADE

Mastery of competency or skill as stated above. Students will be able, in addition, to select a local political issue and be able to describe the criteria which might be used by a business person, a politician, and an "ordinary" citizen in solving the issue.

8th GRADE

Review, reinforce and expand grade 7 coverage. Introduce: emotional ("irrational") criteria for decision-making - self preservation or gratification, fear or superstition, tradition, and/or faith.

7th GRADE

Review, reinforce and expand K-6 skills and understandings. Introduce: Intellectual ("Rational") criteria for choice-making - validity of sources, authenticity of sources, reliability of sources, and/or variety of sources.

D

6th GRADE	Review, reinforce and expand criteria by which choices can be made. Apply to decision-making opportunities.
5th GRADE	Review, reinforce and expand criteria by which choices can be made within the context of course material.
4th GRADE	Review, reinforce and expand criteria by which choices can be made within the context of course materials.
3rd GRADE	Review, reinforce, 2nd grade competencies. Expand to include justice (fairness), promptness, progress and growth.
2nd GRADE	Review and reinforce K and 1, expand to include needs and wants. (Simulated situations; role playing, filmstrips, etc. still need to be concrete and to the point.)
1st GRADE	Review, reinforce kindergarten - give reasons why choice was made on the basis of two criteria, including loyalty, self interest, honesty.
KINDERGARTEN	Introduce: Choice on the basis of one criterion in a specific selected circumstance (I.E. the reasons behind choice - answer question "Why?".) Criteria may include safety, pleasure, responsibility, concern for others, fairness, efficiency, cleanliness, and/or beauty.

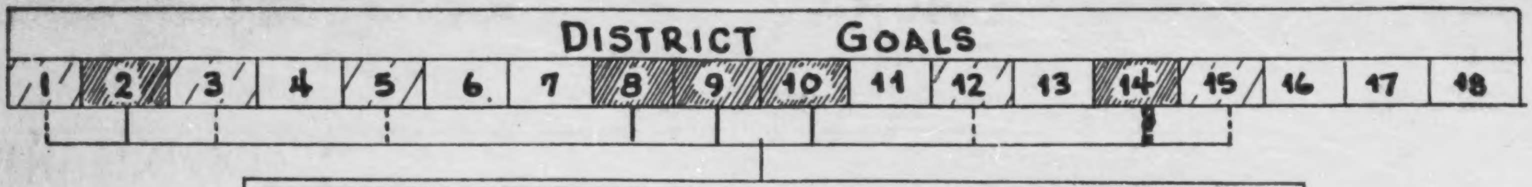
Beauty
Cleanliness
Concern for others
Commitment
Consistency
Dedication
Duty
Efficiency
Equality
Free Enterprise
Freedom
Function
Growth
Honesty
Integrety
Justice
Loyalty
Morality
Needs
Pleasure
Power
Profit
Progress
Promptness
Religion
Responsibility
Safety
Satisfaction
Security
Self Interest
Self Preservation
Solvency
Stability
Tradition
Truth
Wants

147

143

PRE SCHOOL

HOME



Students will be able to identify objects, feelings, and ideas important to people in different places and at different times and to explain why some things are valued more in some places and times than in others.

JC - 2

9th GRADE

Competency is functional (useable) at the 9th grade.

8th GRADE

Mastery of competency or skill as stated above.
Review, reinforce and expand K-7 skills and concepts.
Introduce: Identification of objects, feelings differing in value in the course of United States History.

7th GRADE

Review, reinforce and expand K-6 skills and concepts.
Introduce: ideas and symbols of ideas that have meaning and value for people (E.G. the Flag, the Star of David, and Eagle Feather.)

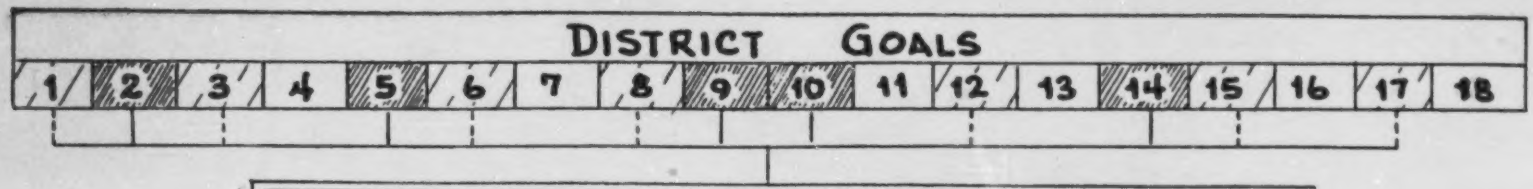
6th GRADE

Review, reinforce and expand grades 4 and 5 skills
Introduce the value of ideas.

D

5th GRADE	Review, reinforce and expand grade 4 skills Introduce the value of feelings and introduce changes in value(s) of things and feelings over time.
4th GRADE	Introduce: Identification of objects important to people in different places and explain why some things are valued more in some places than in others.
3rd GRADE	Review, reinforce K-2, and expand to community
2nd GRADE	Review, reinforce K-1 and expand to include identification of things valued in the neighborhoods.
1st GRADE	Review, reinforce, and expand kindergarten skills.
KINDERGARTEN	Introduce: Identification of things "valued" (liked) by individuals, families and people in the classroom. People differ in things (E.G. toys) they like.

PRE SCHOOL HOME



Students will be able to identify and describe some influences groups (E.G. family, peer, cub scout) and institutions have on individual behavior (E.G. choice of clothes, food, language, recreation, and attitudes toward other people and institutions) and compare these influences with those in other cultures.

JC 3

9th GRADE

Mastery of the competency as stated above.
Introduce: the concepts of the influences from service, fraternal and ethnic organizations.

8th GRADE

Review, reinforce, and expand K-7 skills and concepts.
Introduce: the concept of social influence from peer group, political groups, religious groups, and/or occupational or career groups.

7th GRADE

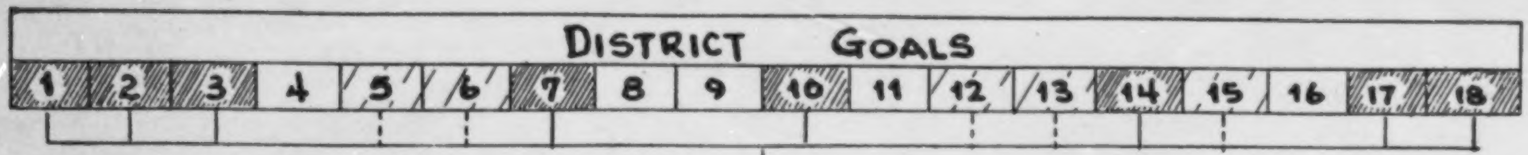
Review, reinforce and expand K-6 skills and concepts.

6th GRADE

Review, reinforce and expand grade 4 and 5 skills. Introduce comparison of influences with influences in other cultures. Introduce advertising influences.

5th GRADE	Review, reinforce and expand grade 4 skills. Introduce institutions (E.G. T.V., radio etc.) and the influences(s) of the American educational system. Introduce newspaper.
4th GRADE	Introduce: Identification of some influences groups have on individual behavior (E.G. sports, T.V., heroes, clothes.) Introduce school news magazine and student oriented news materials.
3rd GRADE	Introduce comparison within other cultures. Review and reinforce K-2 skills.
2nd GRADE	Review, reinforce and expand K-1 skills
1st GRADE	Review, reinforce and expand kindergarten skills
KINDERGARTEN	Introduce: the concept of group the concept of influence Introduce the concept of school as an institution.

PRE SCHOOL HOME



Students will be able to identify alternative responses to a dilemma situation, consider the possible consequences of each response, and select and defend a position on one of those responses.

JC - 4

9th GRADE

Mastery of competency as stated above. (Dilemma situations to be taken from given situations stemming from class content or typical situations and public issues.)

8th GRADE

Review, reinforce and expand K-7 skills, concepts and understanding. Students will be able to define 3 national dilemmas in history and to demonstrate how alternative decisions might have led to more satisfying conclusions.

7th GRADE

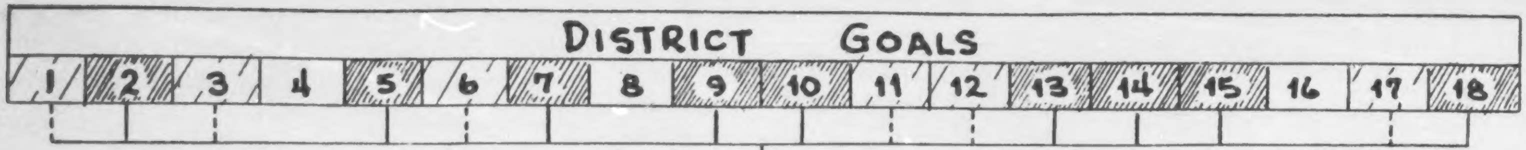
Review, reinforce and expand K-6 skills, concepts and understandings. Students will be able to identify at least two potential or current controversial situations from class content, current periodicals and/or other publications and, with teacher guidance as a class group, propose and discuss at least 2 solutions to the issue.

6th GRADE

Review, reinforce and expand grade 4 and 5 skills.

5th GRADE	Review, reinforce and expand grade 4 skills. Introduce the consideration of the possible consequences of the responses and the selection and defense of a position on one of those responses.
4th GRADE	Introduce - Identification of alternative response to a dilemma situation.
3rd GRADE	Review, reinforce and expand K-2 skills.
2nd GRADE	Review, reinforce and expand K-1 skills.
1st GRADE	Review, reinforce and expand kindergarten skills.
KINDERGARTEN	Introduce: Identification and selection of a response for a situation where a choice can be made, defense of a choice made (answer: Why?)

PRE SCHOOL HOME



Students will be able to explain the meaning and implication of equal access to opportunity.

JC-5

9th GRADE

Competency is functional (useable) without instruction.

8th GRADE

Mastery of competency (skill) as stated above.
Review and reinforce - factors limiting equal access to opportunity

7th GRADE

Review, reinforce and expand meaning and implications to co-ed P.E., sports, civil rights, human rights, education, etc.
Introduce: limitations of equal access to specific kinds of opportunities (E.G. basketball - height.)

6th GRADE

Review, reinforce and expand grades 4 and 5 skills.
Introduce: implication(s) of equal access to opportunity.

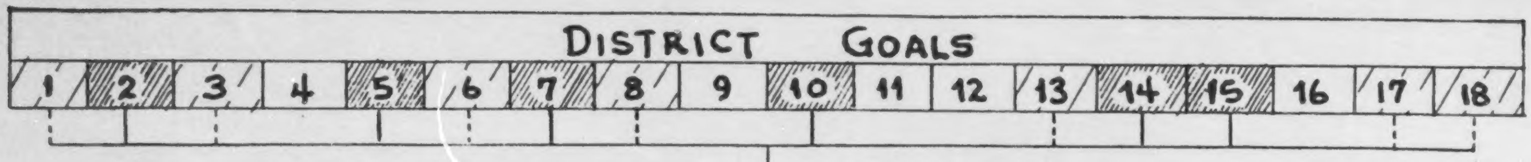
5th GRADE

Review, reinforce and expand grade 4 skills.

4th GRADE

Introduce - meaning of "Equal access to opportunity"
Appreciation of the American Educational System.
Work and occupation selection.

Not applicable below the 4th grade level of maturity and readiness.



Students will be able to identify values thought so essential for group or community well being that they have been made into law.

JC - 6

9th GRADE Competency is functional (useable) at the 9th grade level.

8th GRADE Mastery of competency as stated above.

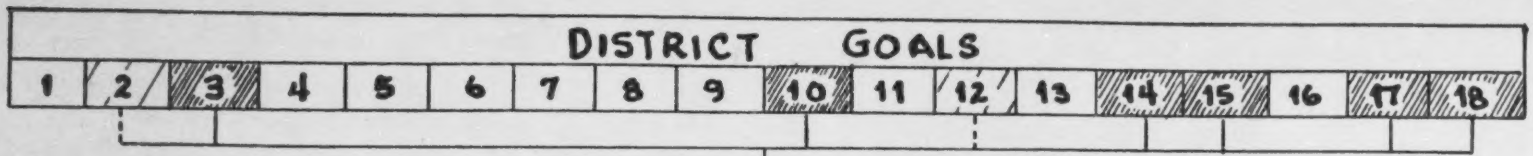
7th GRADE Review, reinforce and expand intermediate skills and concepts. Introduce: Laws are a social contract, laws reflect the will of the people.

6th GRADE Review, reinforce and expand grade 4 and 5 skills. Introduce: Cultural comparisons.

5th GRADE Review and reinforce grade 4 skills; expand to include community well being

4th GRADE	Identify and discuss values thought to be so essential for classroom and school well being that they have been made into rules.
GRADES K-3	This competency is not directly sequenced below the 4th grade level - coordinate with JC - 1.

PRE SCHOOL	HOME



Students will be able to identify sources of help for the resolution of personal conflict to be used when or if needed.

JC-7

9th GRADE	Mastery of competency as stated above.
8th GRADE	Expand to inner conflicts a student might have and list possible sources of help within the school and/or the community. Inner conflicts - going along with the crowd, trying drugs, relationships with the house. Sources of help - resource person in the building (counselor) youth alternatives, youth resource center - YWCA, etc.
7th GRADE	Expand intermediate grade skills and understandings. Introduce: ability to list conflicts a typical student might have in a new environment, e.g. Junior High - locker, schedules etc. List possible sources within the school for resolving such conflicts.
6th GRADE	Review, reinforce and expand grades 4 and 5 skills.
5th GRADE	Review, reinforce and expand grade 4 skills.

4th GRADE	Reintroduce sources of help for the resolution of personal conflict to be used when or if needed. Expand to counselor, minister and peers.
K-3	Introduce and reinforce each year sources of help when and if needed (parents, block parents, teacher, principal, school secretary and school nurse.) (police)

PRE SCHOOL HOME

DISTRICT GOALS

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All students will be able to discuss alternative ways of providing for the continuance of the world's resources, and for reasoned use of those resources for the benefit of all living beings.

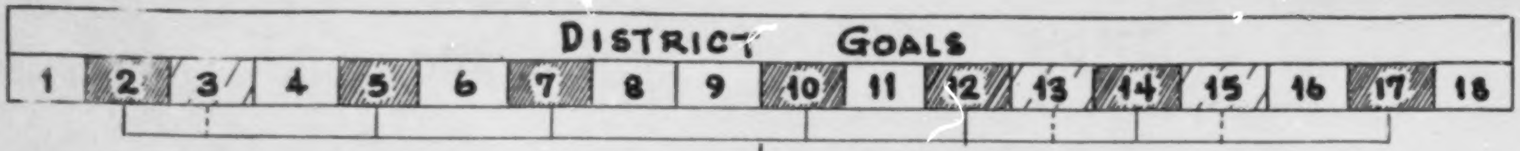
JC-8
GRADE:

9th GRADE	Mastery of competency as stated above. Introduce: distribution of natural resources as it influences economic and political relationships.
8th GRADE	Review, reinforce and expand K-7 skills and concepts. Introduce: concept of renewable and non-renewable resources. Introduce: concept of technological research to provide alternative types of resources.
7th GRADE	Review, reinforce and expand K-6 skills and concepts. Introduce: ways to limit use of natural resources e.g. personal (group) commitment, allocation, pricing, legislation.
6th GRADE	Review, reinforce and expand K-5 skills. Introduce concept of international cooperation for conservation of resources and oceanic conservation (relate to eco-systems in science.)
5th GRADE	Review, reinforce and expand K-4 skills. Introduce mineral and energy resources and apply conservation principals to these resources.

4th GRADE	Review, reinforce and expand K-3 skills. Introduce: land use and agricultural conservation.
3rd GRADE	Review and reinforce the concept and application of responsibility. Reinforce the wise use of food by direct student involvement. Expand pollution concept to city-wide. Introduce population growth and coordinate with science.
2nd GRADE	Review, reinforce and expand K-1 skills. Reinforce student involvement and responsibility for pollution (litter) control. Compare pollution by volume. Introduce kinds of pollution: noise, water, land. Introduce: recycling
1st GRADE	Review, reinforce and expand kindergarten skills. Reinforce responsibility and wise use of food. Reinforce terms "pollution" and fire safety by direct student involvement.
KINDERGARTEN	Introduce: responsibility for classroom and personal property (emphasize litter control) Introduce: meaning of the terms pollution and fire safety (Woodsey Owl and Smokey Bear Jr.)

PRE SCHOOL

HOME



All students will be able to explain the moral and legal responsibilities inherent in a contractual agreement as binding both parties. The contract may be written or oral. Each student will also be able to state the moral, legal, social, and/or economic (etc.) penalties apt to occur for failure to "live up to" or achieve the terms of the contract.

JC - 9
GRADE

9th GRADE

Competency is functional (useable) at the 9th grade level.

8th GRADE

Mastery of the competency as stated above.
Introduce: concept of contracts other than at an individual level, I.E., governmental and international contracts or treaties. Introduce terms of negotiation, treaty, mediation, pact, etc., review compromise.

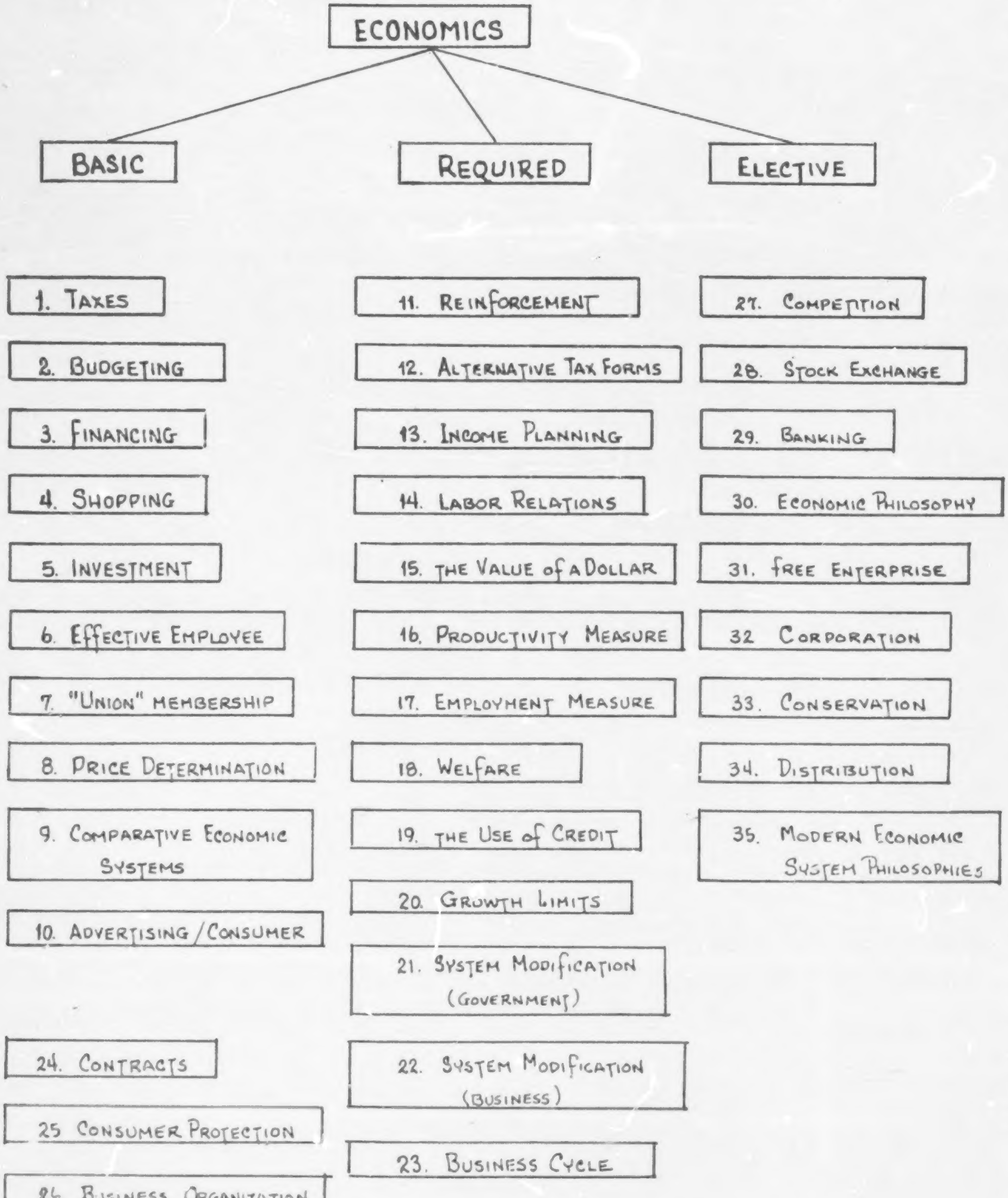
7th GRADE

Review, reinforce and expand K-6 concepts, terms and competencies. Introduce concept of rights or privilege(s) given individuals by a contract and the responsibilities inherent in the rights and the penalties resulting from breaking the contract.

6th GRADE	Review, reinforce and expand K-5 skills and understanding. Introduce the moral aspect in terms of trust, responsibility, reputation, honesty, etc.
5th GRADE	Review, reinforce and expand K-4 skills and understanding. Introduce the idea that compromise is a form of contract, that penalties are apt to occur for failure to "live up to" the terms of a contract, and that a written contract is a legal document.
4th GRADE	Introduce: student will be able to explain that classroom rules are an oral contract with other students and the teacher. Reinforce K-3 skills and understanding.
3rd GRADE	Review, reinforce and expand K-2. Reinforce the term contract and demonstrate the responsibilities therein.
2nd GRADE	Introduce the term and meaning of a contract in writing. Demonstrate a simple written contract. Setting of a goal and trying to achieve it is a contract with self.
1st GRADE	Orally review, reinforce and expand kindergarten concept.
KINDERGARTEN	Introduce the term "PROMISE" and demonstrate the responsibiliites therein.

PRE SCHOOL

HOME


ECONOMICS
BASIC
REQUIRED
ELECTIVE
1. TAXES
2. BUDGETING
3. FINANCING
4. SHOPPING
5. INVESTMENT
6. EFFECTIVE EMPLOYEE
7. "UNION" MEMBERSHIP
8. PRICE DETERMINATION
9. COMPARATIVE ECONOMIC SYSTEMS
10. ADVERTISING / CONSUMER
24. CONTRACTS
25 CONSUMER PROTECTION
26. BUSINESS ORGANIZATION.
11. REINFORCEMENT
12. ALTERNATIVE TAX FORMS
13. INCOME PLANNING
14. LABOR RELATIONS
15. THE VALUE of A DOLLAR
16. PRODUCTIVITY MEASURE
17. EMPLOYMENT MEASURE
18. WELFARE
19. THE USE of CREDIT
20. GROWTH LIMITS
21. SYSTEM MODIFICATION (GOVERNMENT)
22. SYSTEM MODIFICATION (BUSINESS)
23. BUSINESS CYCLE
27. COMPETITION
28. STOCK EXCHANGE
29. BANKING
30. ECONOMIC PHILOSOPHY
31. FREE ENTERPRISE
32 CORPORATION
33. CONSERVATION
34. DISTRIBUTION
35. MODERN ECONOMIC SYSTEM PHILOSOPHIES

ECONOMICS

The ability to cope with the reality of limited resources has always been a major survival skill. In an age faced with diminishing resources and growing populations, the fair distribution of those resources, the study of economics, and in particular, personal economics, takes on increasing importance. The ability to manage and budget resources (time, talent, money, goods and services) within limits, can no longer be left to chance at any level of society. The skills involved in personal survival, and through individual survival, the continuance of the society need to be developed early in the learning process and continualy and continuously reviewed, reinforced and expanded throughout formal education.

In general, the skills and concepts addressed as economic competencies are important Social Studies skills. However, the opportunity to learn the concepts and to achieve or acquire mastery can and should be integrated through and with other disciplines as well. It is not as important where it is taught as that it is taught. It is anticipated that the quantitative aspects of economics will be correlated with mathematics, that vocational awareness will be correlated and integrated with reading, and that resource availability will be joined with geography and natural or earth science. Responsibility for communication and expression can and should be shared with language arts activities. Aspects of economics form a natural tie to the study of political science and government since many of the issues of government and political science center on economics. On a personal level, the responsibilities of survival for self, family, and community are, at their root, first economic. The opportunity for cooperation and integration are numerous.

ECONOMICS - BASIC

1. Students will be able to list in chart form and give the effects of five alternative ways of taxation. Each student will be able to decide which federal income tax form would be of most benefit to them -- given the current income and life style of their parents.

2. Students will be able to plan one month's budget. The budget plan generated shall give evidence of having considered taxes, insurance, credit payments, personal and/or family needs, and savings. Students may choose source and amount of income up to $750.

3. Students will be able to compare three ways of financing a major personal purchase, and to select the one best suited to the student's purpose and desired economic status.

4. Students will be able to plan their buying for one week from sales and newspaper advertising. Each student will be able to itemize, compare, and distinguish between and/or among best buys and explain or give reasons for the selections made (e.g., unit pricing.)

5. Students will be able to compare five ways to invest "saved" money, select the one most appropriate to the student's desired way of life, and give reasons for the selection (e.g., savings account, real estate, insurance, loans, stock and bonds, art and collections, etc.)

6. Students will be able to identify and list not less than five characteristics of an effective employee and of an effective employer. For each characteristic listed, the student will be able to describe the characteristic and explain its inclusion and importance.

7. Students will be able to identify and state the benefits and problems of belonging to an appropriate union, professional organization, or management association. For each benefit stated, the learner will be able to explain the source and importance of that benefit. For each problem, the student will be able to identify and explain the source or reason for that problem.

8. Students will be able to explain by some visual means (chart, graph, illustration, series or flip chart) the manner in which prices on a specific commodity or service is set by the market system in a money standard economy. The explanation must take into account the factors of scarcity, supply and demand, employment, factors of production and distribution, market fluctuation, taxes, profit and loss. (Sample specific commodity or service: canning jar lids, a gallon of gas, a toaster, a new house, an electrician's hour.)

9. Students will be able to synthesize in visual form (chart, graph, or illustration) the concepts of socialism, communism and capitalism, in terms of the goals, the effects, and the incentives of each.

10. Students will be able to explain the techniques, the purposes, and the effects of advertising on the consumer (etc.) within our economic system.

ECONOMIC - REQUIRED

Basic skill masteries previously listed are NOT intended to be interpreted as terminal as far as curriculum coverage is concerned. It is anticipated that the basic skills will be reintroduced, reinforced and expanded to a greater level of sophistication at the "required" high school level. To this end, especially, the economic competencies will be reassessed and remedial, review, or indepth study will be recommended or assigned the individual student as needed.

11. The student will be able to identify and analyze in chart form five alternative ways of taxation according to the effect of each tax. From the data generated the student will be able to take a reasoned stand on a taxation program for the community and/or state in which the student lives.

12. The student will be able to predict an average monthly and an average annual income for a two-year period in the career field of the student's choice, based on current conditions in that career field and an 8% inflation or cost of living factor.

13. The student will be able to identify three ways in which labor and management can resolve their differences and be able to explain the effectiveness of each way (negotiation and compromise, legislation, adjutication, force i.e. strike or lock out, third party arbitration, grievance.

14. The student will be able to explain the worth of a dollar in terms of (e.g.) the consumer/price index. The explanation must include factors of inflation, purchasing power, standard of living and confidence in value.

15. The student will be able to explain at least one measurement of productivity. Each student will be able to show in visual form (charts and/or graphs) how productivity (on either a personal or national level) is related to standard of living, wages and/or profit.

16. The student will be able to explain at least one measurement of employment. Each student will be able to show how employment is related to productivity. Each student must take into account the factors of efficiency, technology and automation. The learner will be able to take a stand on a desirable or acceptable level of unemployment/employment and to give reasons for that stand.

17. The student will be able to explain how our society provides for those members of the society who are not or who cannot presently be members of the working force, (i.e., through charity, insurance, cooperative unified effort, etc.--alternatives communism, collectives, unions or associations--e.g., Spokane Teacher's Credit Union, Mormon Church, etc.)

18. The student will be able to define and choose the appropriate use of credit to meet the student's needs. Each student will be able to explain the advantages and disadvantages of buying on credit in a specified case in point.

19. The student will be able to take and explain a stand on the concept of limited/ unlimited growth in terms of its human, economic and environmental costs and benefits. This stand must consider productivity, employment, human dignity, and human livability. The specific issue may be determined by the student and may range from population and urban/suburban growth, through transportation growth, through technological growth, to industrial or international cartel growth.

20. The student will be able to explain how and why the government modified the market system (e.g., fiscal and monetary policy, antitrust legislation, and government spending.

21. The student will be able to explain how and why business modified the market system (e.g., corporate growth, merger, price fixing, monopoly, etc.)

22. The student will be able to illustrate and/or explain the business cycle of boom, recession, depression, recovery and prosperity in terms of cause and effect. The student will also be able to discuss alternative remedies for depressed times in terms of their cost and effectiveness.

23. The student will be able to discuss and/or explain the moral and legal responsibilities inherent in a contractual obligation on all concerned parties to the contract.

24. The student will be able to list three community agencies which serve as advisory to and/or protective of the consumer.

25. The student will be able to distinguish among the various forms of business organization (i.e., partnerships, corporations, etc.) in terms of the advantages and disadvantages of each.

ECONOMIC - ELECTIVE

26. The student will be able to compare the cost, benefit, effectiveness and limitations of competition and cooperation as general concepts and as modes of behavior. From the generalizations derived, the student will be able to list three instances when each behavior is appropriate and give reasons for the decision to list each example as listed in its identified location.

27. The student will be able to explain the purpose and function of the stock exchange.

28. The student will be able to identify and/or place on a timeline the major developments (history) in our money and banking system.

29. The student will be able to identify and summarize the economic thought of the classic and modern economic philosophers, and to explain the contribution each has made to our modern way of life. (Smith, Malthus, Veglen, Keynes, Marx, Greenspan, Galbraith, etc.)

30. The student will be able to trace the history and sequence of events in the development of the free enterprise system as it exists today in the United States. Each student will be able to discuss the advantages and disadvantages of this system.

31. The student will be able to trace the development of one of our nation's major corporations. From this research, the student will be able to demonstrate the principle of diversification and to generalize about the benefits and disadvantages of such diversified industrial corporations.

32. The student will be able to identify the nation's scarce mineral, animal, vegetable and human resources. Each student will be able to explain the effect of the loss of such resources and to suggest alternative ways to conserve, replace, or substitute for those resources.

33. The student will be able to discuss the basic economic problem of balancing scarce resources with satisfaction of the basic human needs and desires in terms of fair, just, and/or equal distribution of the wealth, and in terms of living in harmony with nature.

34. The student will be able to define, explain and discuss the philosophical underpinnings of communism, socialism, and capitalism (etc.) in a comparative manner (e.g., basic assumptions about human nature.

35. . . .

The significance of man is not in what he attains but in what he longs to attain.

Kahlil Gebran

Sand and Foam

DISTRICT GOALS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

All students will be able to list in chart form and give the effects of five alternative ways of taxation. Each student will be able to DECIDE which federal income tax form would be of most benefit to them -- given the current income and life style of family "A" and family "B".

ECON. 1
GRADE:

MASTERY 9th GRADE

ALL COMPONENTS REVIEWED, REINFORCED, EXPANDED and INTEGRATED

COMPONENT SKILLS

	TYPE OF TAXES	PURPOSE: DESIRED EFFECTS	SERVICES
9th GRADE	Introduce: sales tax, business and occupation. Review and expand all taxes, "social" taxes: (e.g., luxury, alcohol, tobacco, etc.).	Define and exemplify a regressive tax. Explain justification for "social" taxes.	Benefits of taxes and taxation.
8th GRADE	Introduce: income tax (federal and state). Introduce: user taxes - Chart 3 forms. (Gas tax, hunting and fishing licenses).	Chart purpose or need for income and user taxes (highways, game maintenance). Introduce semi-progressive taxation. Who is affected by each tax and why?	Introduce "pie" graph of federal budget - income and expenditures. (Simple, generalized graph).

COMPONENT SKILLS

	STANDARD IDENTIFICATION	MONEY: INCOME & DISPERSAL	TAX: PURPOSE & DISTRIBUTION
7th GRADE	Introduce Import and Export taxes. Review, reinforce and expand K-6 components.	Chart effect of import-export taxes between 2 countries (Japan-United States).	Review and expand K-6 competencies.
6th GRADE	Mastery: to fill out standardized identification form including eye-hair color, references, education, mother's maiden name, etc, etc. The student will be able to list five appropriate uses of such identification.	The student will be able to list five ways government uses money recieved from taxation	Introduce: variant forms of taxation. Introduce: services provided by taxation. Review reinforce and expand K-5.
5th GRADE	Review, reinforce and expand to	The use of money.	Expand to distribution of taxes to and from the national level.
4th GRADE	Introduce purpose of identification. Reintroduce and expand standard form.	Money buys services.	Expand to distribution of taxes to and from the state level.

3rd GRADE	Mastery: fill out name, address and phone, in writing according to standard form.	Money buys goods and services Money is one way of keeping a record of goods and services bought.	Review, reinforce and expand on how taxes are distributed.
2nd GRADE	...fill out simple identification form in writing.	Money is used for buying and selling.	Define and introduce the term: TAXES. Introduce ways taxes are distributed.
1st GRADE	Reinforce K skill below.	Review, reinforce and expand concept of money by student involvement... (e.g., store, token economy, etc.).	
KINDERGARTEN	...respond orally to name, address and phone.	Introduce the conept of money.	

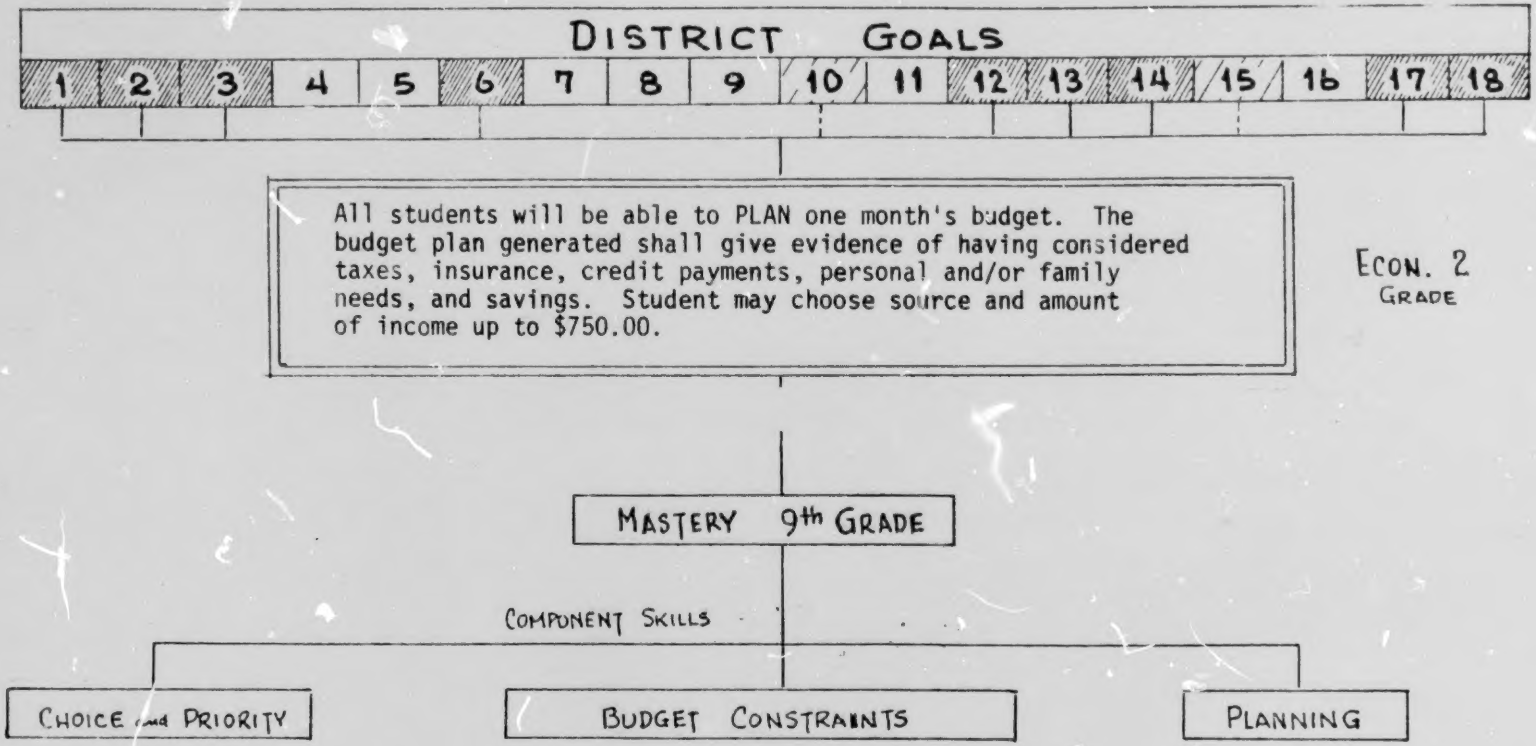
HOME

PRE-SCHOOL

You see but your shadow
when you turn your back
on the sun.

Kahlil Gebran

Sand and Foam


DISTRICT GOALS
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MASTERY 9th GRADE
COMPONENT SKILLS
CHOICE and PRIORITY
BUDGET CONSTRAINTS
PLANNING

All students will be able to PLAN one month's budget. The budget plan generated shall give evidence of having considered taxes, insurance, credit payments, personal and/or family needs, and savings. Student may choose source and amount of income up to $750.00.

ECON. 2
GRADE

All components reviewed, reinforced, expanded and integrated for mastery.

CHOICE and PRIORITY	BUDGET CONSTRAINTS	PLANNING
List basic needs and wants of an average family for one month. Derived needs (e.g., insurance).	Balanced budget...income may not exceed expense and visa versa except by appropriate and logical explanation.	Plan a budget based on $750 per month income.

9th GRADE

Recognize and list basic family needs - food, shelter, clothing.

Needs and wants and income real or projected. Limit purchasing power - establish the opportunity costs.

Plan a week's grocery list for a family of four - must approximate balanced diet.

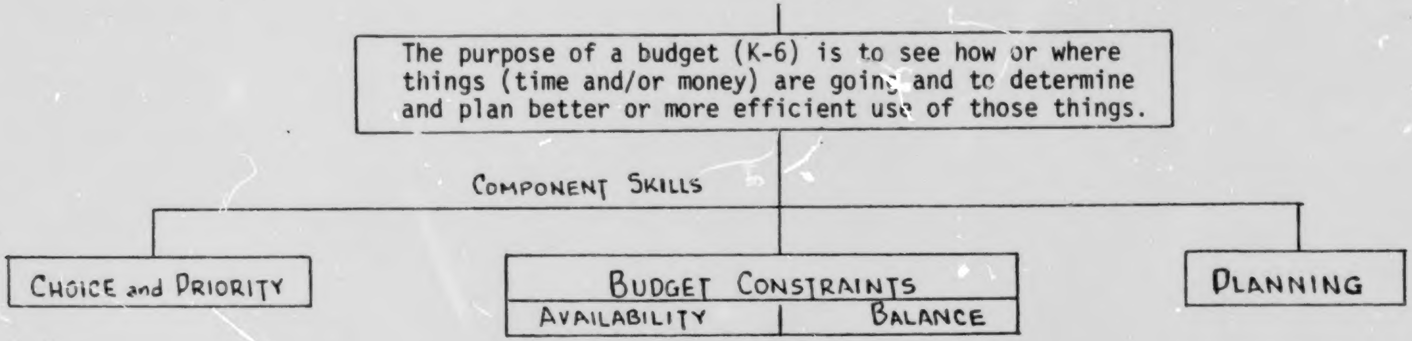
8th GRADE

Introduce: economic self interest. Basic human needs, wants and desires using self as a primary source.

Introduce opportunity cost...self interest as a limit on purchasing power.

Plan the purchase of an item costing not more than $75. Define and access opportunity cost of selected purchase.

7th GRADE



The purpose of a budget (K-6) is to see how or where things (time and/or money) are going and to determine and plan better or more efficient use of those things.

COMPONENT SKILLS

CHOICE and PRIORITY

BUDGET CONSTRAINTS

AVAILABILITY

BALANCE

PLANNING

6th GRADE	Expand student's ability to decide the importance of their use of their time and money. Review and reinforce the use of personal time budget.	Keep a log of "time used" for a seven-day period.	Expand, review and reinforce the use and balancing of a checkbook.	Project a plan using all the time within a one week period. Plan a project and project the time needed and the sequence of time usage needed and duration of time of each event in the sequence to complete the project.
5th GRADE	Review and reinforce the use of personal time budget. Review and reinforce student ability to prioritize the use of time.	Keep a log of all the time used within a seven-day period.	Introduce the use and balancing of a checkbook.	Project a plan using all the time available within a one routine week period.
4th GRADE	Introduce individual personal budget. Introduce ability to set priority on the use of personal time.	Keep a log of all the time within a "routine" twenty-four hour school day period.	Introduce the concept and potential use of a checking account.	Project a plan using all the time available within a twenty-four hour period.
3rd GRADE	Review and reinforce definition of the term.		Introduce budgeting of money. Introduce terms of income and expense in money budget context.	Review and reinforce, expand 2nd grade competency.

Introduce the term "Budget" in relation to time budget.

As a group students will be able to plan (budget) the activities of one hour per day to complete a class "project."

2nd GRADE

Review and reinforce the concept of choice.

1st GRADE

Introduce concept of choice and limitation of a specific amount of time (and/or money.)

KINDERGARTEN

HOME **PRE-SCHOOL** ECON. 2

DISTRICT GOALS

▨ 1	▨ 2	▧ 3	4	5	▧ 6	7	8	9	▧ 10	11	▨ 12	▨ 13	▧ 14	▧ 15	16	▨ 17	18

All students will be able to compare three ways of financing a major personal purchase and to select the one best suited to the student's purpose and desired economic status.

ECON. 3
GRADE:

MASTERY 9th GRADE

9th GRADE

All components reviewed, reinforced and integrated for mastery.

Plan major purchase and illustrate three ways of financing.
Reintroduce and review advantages to consumer and economic effect.
Review and reinforce money management.
Introduce - consumer protection laws and agencies.

8th GRADE

Review and reinforce: buying on credit and bank financing.
Review: money management.
Introduce: retail credit bureau and similar agencies.

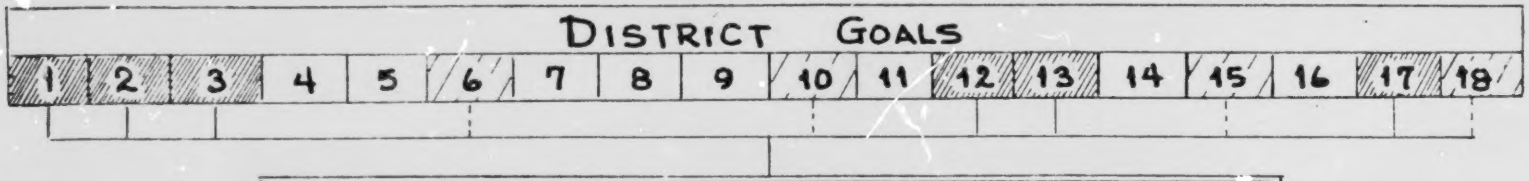
7th GRADE

Extension and clarification of appropriate credit buying.
Cost and benefit of credit buying.

6th GRADE	Introduce: Concept of appropriate use of buying on credit.
5th GRADE	Introduce: Buying on credit.
4th GRADE	Review and reinforce K-3 competencies. Mastery: In a token economy, the student will be able to purchase
3rd GRADE	Student involvement in operating a token economy and/or mini-society.
2nd GRADE	Review and reinforce 1st grade (mini-society.)
1st GRADE	Introduce: Concept of financing (purchase) E.G. token economy.
KINDERGARTEN	Introduce: Concept of store and purchase concept of money through money sticks.

HOME PRE SCHOOL

DISTRICT GOALS



All students will be able to plan their buying for one week from sales and newspaper advertising. Each student will be able to itemize, compare and distinguish between and/or among best buys, and explains the reasons for the selections made.

ECON. 4
GRADE

SEE ALSO COMPETENCY
ECON. 10

MASTERY 9th GRADE

9th GRADE

All components reviewed, reinforced, expanded and integrated for mastery.

8th GRADE

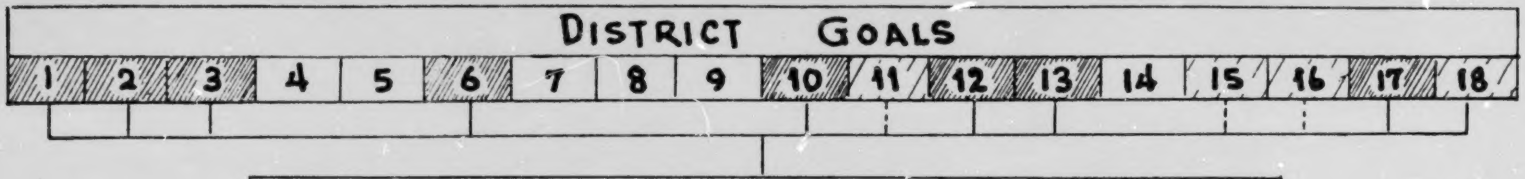
Compare and analyze quality of product with price: define and explain warranty and/or guarentee.
Knows and can explain or exemplify effects of credit on retail prices (6% charge to dealers for use of master charge - rise in prices because of payment default.)
Review and reinforce concept and use of unit pricing.

7th GRADE

Identify and compare "True" discounts and the falacy of "Regular Price" or "Made To Sell For." Identify what elements enter into a reasonable mark-up from "Dealer Cost." Understand and exemplify or chart the aspects of overhead which determine mark-up.
Introduce: Concept and use of unit pricing.

6th GRADE	Review and reinforce: Comparative buying, using Christmas advertisements and a specified amount to spend (maximum amount $15.00.)
5th GRADE	Introduce: Comparative advertising within a newspaper unit.
4th GRADE	Introduce: Forms of advertising.
3rd GRADE	The student will be able to itemize, compare and distinguish two items by use of the monetary system with a newspaper and physical presence.
2nd GRADE	Compare item(s) and decide which the student will purchase within a specified amount of money (maximum amount: one dollar.) Reinforce newspaper skills in relation to price comparisons.
1st GRADE	Introduce use of newspaper to compare two items. Compare and distinguish between two items by use of the monetary system.
KINDERGARTEN	Introduce comparison of two items (in class store) and make an appropriate selection within available resources (money sticks - token economy.)

PRE SCHOOL HOME



All students will be able to compare five ways to invest saved money, select the one most appropriate to the student's desired way of life and give reasons for the selection made (E.G., savings account, real estate, insurance, loans, stocks, and bonds, art and collections, etc.)

ECON. 5
GRADE:

MASTERY 9th GRADE

ALL COMPONENTS REVIEWED, REINFORCED, EXPANDED and INTEGRATED FOR MASTERY

COMPONENT SKILLS

INTEREST

Define and explain interest: payment due the use of saved money as capital. Payment for risk-taking.

TYPES OF INVESTMENT

Identify and define real estate investment - assess risk potential and benefit (home, land, rental, commercial, etc.) Define and access insurance investment (estate, protection, saving, retirement.)

INVESTMENT COSTS

Define the relationship between taxation and investment (income and property taxes.)
Define concept and causes of inflation. Define "depreciation" both as cost and benefit of capital investment.

9th GRADE

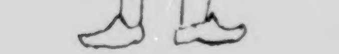
8th GRADE	Define and compute compound interest.	Define and access bonds (national, state, and local) as a means of saving and/or investment.
7th GRADE	Identify and chart those things for which interest is charged or paid. Define and compute simple interest. Define and explain mortgages and its purpose. Explain the purpose of a contract.	Introduce (list and explain) the variety of saving agencies (E.G. banks, credit union.) Define and exemplify common and preferred stocks...assess risk potential and benefit.
6th GRADE	Reinforce and expand: Personal and bank loans and saving - include terms and concepts of interest and collateral, building credit.	Why collections grow in value. (scarcity, supply and demand)
5th GRADE	Review and reinforce: Personal and bank loans and savings - including interest. Introduce terms: Collateral and credit.	Define collection and list collectables.
4th GRADE	Introduce: Personal and bank loans and savings - including interest.	Introduce: Collection. Set some criteria for collectables. Value may be non-monetary.
3rd GRADE	Reinforce K-2 (below) skills. Provide opportunity for students to experience the process of saving for a specific item of the student's choice (must be realistic in student's resources.)	
2nd GRADE	Reinforce concept of banking and savings. Introduce concept of interest in relationship to savings.	

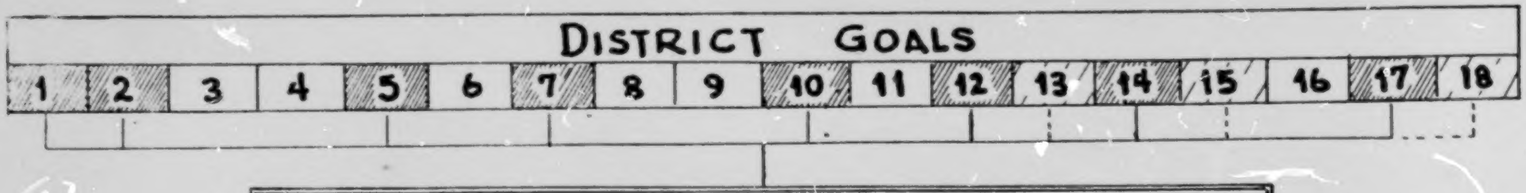
1st GRADE	Expand concept of banking to include concept of savings.
KINDERGARTEN	Introduce concept of bank and associate with money.

HOME PRE SCHOOL

Know Thyself

Inscribed on the portice at
the temple of Appollo at Delphi.





All students will be able to identify and list not less than five characteristics of an effective employee and of an effective employer. For each characteristic listed, the student will be able to describe the characteristic and explain its inclusion and importance.

ECON. 6
GRADE:

CHARACTERISTIC
IDENTIFICATION
EXAMPLE LIST:

MASTERY 9th GRADE

All componenents reviewed, reinforced, expanded and integrated for mastery.

Expand on characteristics in relation to specific occupations as selected by group and/or individual student interest. Define and explain the role of an employer and of an employee and of the mutual dependence of each upon the other. Review and consider the following added characteristics:

- Fairness
- Trust
- Responsibility
- Consistency

9th GRADE

Review and reinforce: Describe employer/employee relationships in regard to characteristic perceived as most important by class I.E. prioritize characteristics for each role.

8th GRADE

Review and reinforce K-6 competencies in context of occupation. Introduce supplementary list of characteristics identified in grade 9 above and to the right.

7th GRADE

- Communication
- Conflict Resolution
- Decision-making Ability
- Support of Co-workers
- Motivation of Self
- Motivation of Co-workers
- Ability to handle or balance pressure

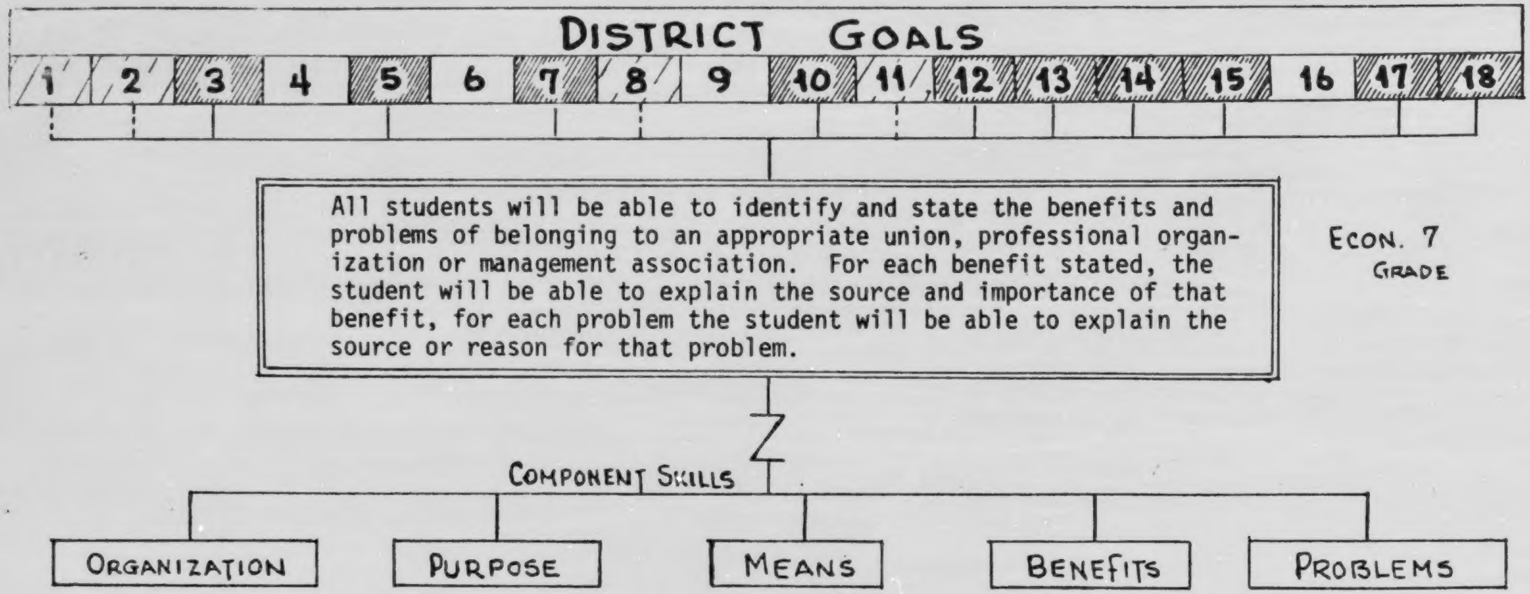
6th GRADE	Review, reinforce, and expand characteristics of an effective employee or student...See list to the right.
5th GRADE	Review and reinforce characteristics of an effective employee or student...See list to the right.
4th GRADE	Introduce: Characteristics of an effective employee or student...See list to the right.
3rd GRADE	Expand concept of interdependence (city: E.G. library, sanitation, health, (etc.) services. Expand concept of effective school citizenship to responsibility for self action and the effect of self action on others (also a factor of interdependence.)
2nd GRADE	Expand concept of interdependence (community.) Introduce qualifications of workers...community helpers.
1st GRADE	Expand concept of interdependence - School. Student will describe characteristics of an effective school citizen (E.G. clean school grounds.) Student will be able to act out one characteristic showing good citizenship. Reinforce job-career awareness.
KINDERGARTEN	Introduce concept of interdependence - Family. Introduce characteristics of a good citizen - I.E. Punctuality, doing one's best, completing a task. Introduce term: Job awareness (family - classroom.)

- Attendance
- Promptness
- Assuming Responsibility for Self
    - Materials
    - Actions
- Honesty
- Enthusiasm
- Ability to follow through on directions
- Initiative
- Teachability/Learnability
- Doing the best job possible - dedication
- Attitude
- Use of time
- Knowledge/experience
- Ambition
- Long term employment
- Potential

Etc.

HOME

PRE SCHOOL


DISTRICT GOALS
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ECON. 7
GRADE
COMPONENT SKILLS
ORGANIZATION
PURPOSE
MEANS
BENEFITS
PROBLEMS

All students will be able to identify and state the benefits and problems of belonging to an appropriate union, professional organization or management association. For each benefit stated, the student will be able to explain the source and importance of that benefit, for each problem the student will be able to explain the source or reason for that problem.

Mastery 9th Grade

All components reviewed, reinforced, expanded and integrated for mastery

Specific Unions - e.g. Teamsters   Strength in unity   Review Grades 7 & 8   Review Grades 7 & 8

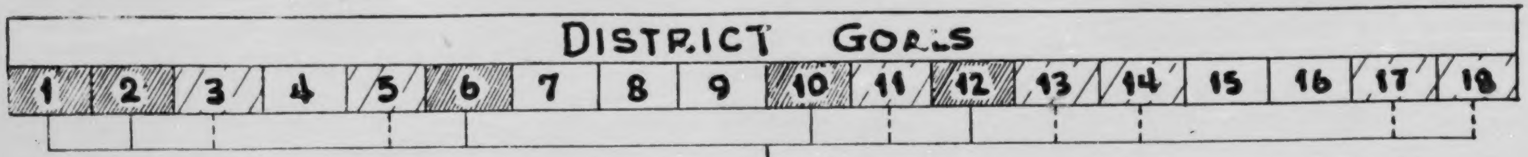
– 9th GRADE

Trade Unions: AFL/CIO (Historical approach)	Strength in Unity	Introduce: Arbitration and lock-out	Power of Unions Inservice, on-the-job training	Social consequences of union demands and of strike threat

– 8th GRADE

7th GRADE	Common world-wide organizations. Union organization local, shop, national, etc.	Strength in Unity	Introduce: Negotiation and Strike	Working Conditions and Fringe Benefits	Membership, Communication Membership Apathy
6th GRADE	Expand kinds of organizations according to membership	Reinforce concept "Strength in Unity" Goal Setting	Introduce: Negotiation	Review and Expand Working Conditions and Wages	Not Applicable Below 7th Grade Level
5th GRADE	Introduce: Why union-type organizations are formed	Review Concept "Strength in Unity" Goal Setting and Negotiation		Protection and Safety	
4th GRADE		Introduce Concept: "Strength in Unity"			

This competency does not apply below the 4th grade level of readiness except as may be inferred from general Social Studies skills and other economic competencies



ECON. 8
GRADE:

All students will be able to explain visually (chart, graph, or illustration) the manner in which prices on a specific commodity or service is set by the market system in a money standard economy. The explanation must take into account the factors of scarcity, supply and demand, employment, factors of production and distribution, market fluctuation, taxes, profit and loss. (Sample specific commodity: canning jar lids, a gallon of gas, a toaster, a new house, an electrician's hour.

All students will be able to define scarcity and distribution and be able to explain how the market system is an attempt to solve the problems arising from supply and demand and from unequal distribution.

Mastery: The student will be able to reproduce a schematic diagram of the manner in which economic systems function. The student will be able to define and give an example of each component.

Mastery includes introduced components of saving and spending, employment and modificiation by public opinion...but not beyond.

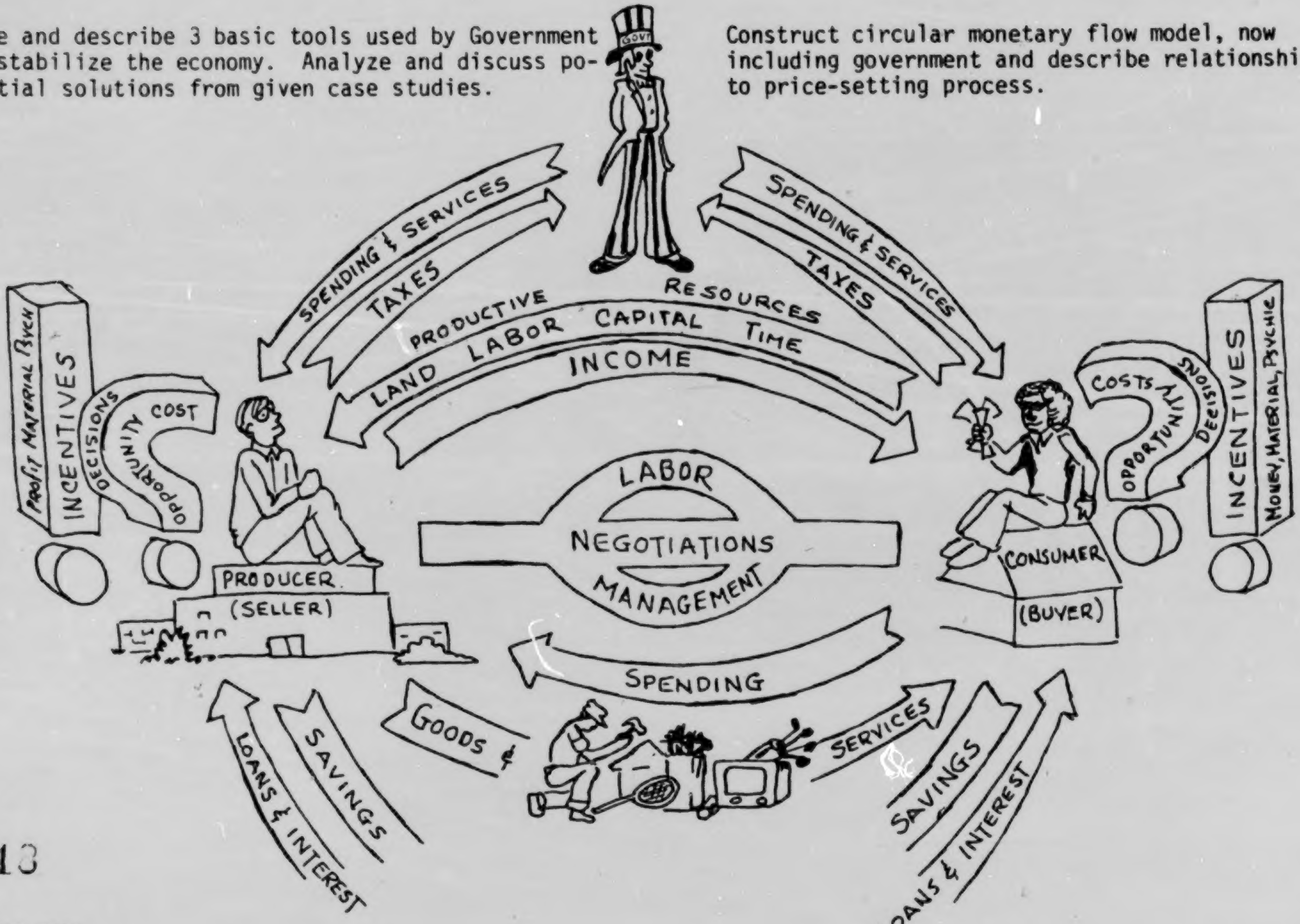
(Complete Chart and Sequence attached)

MASTERY 9th GRADE

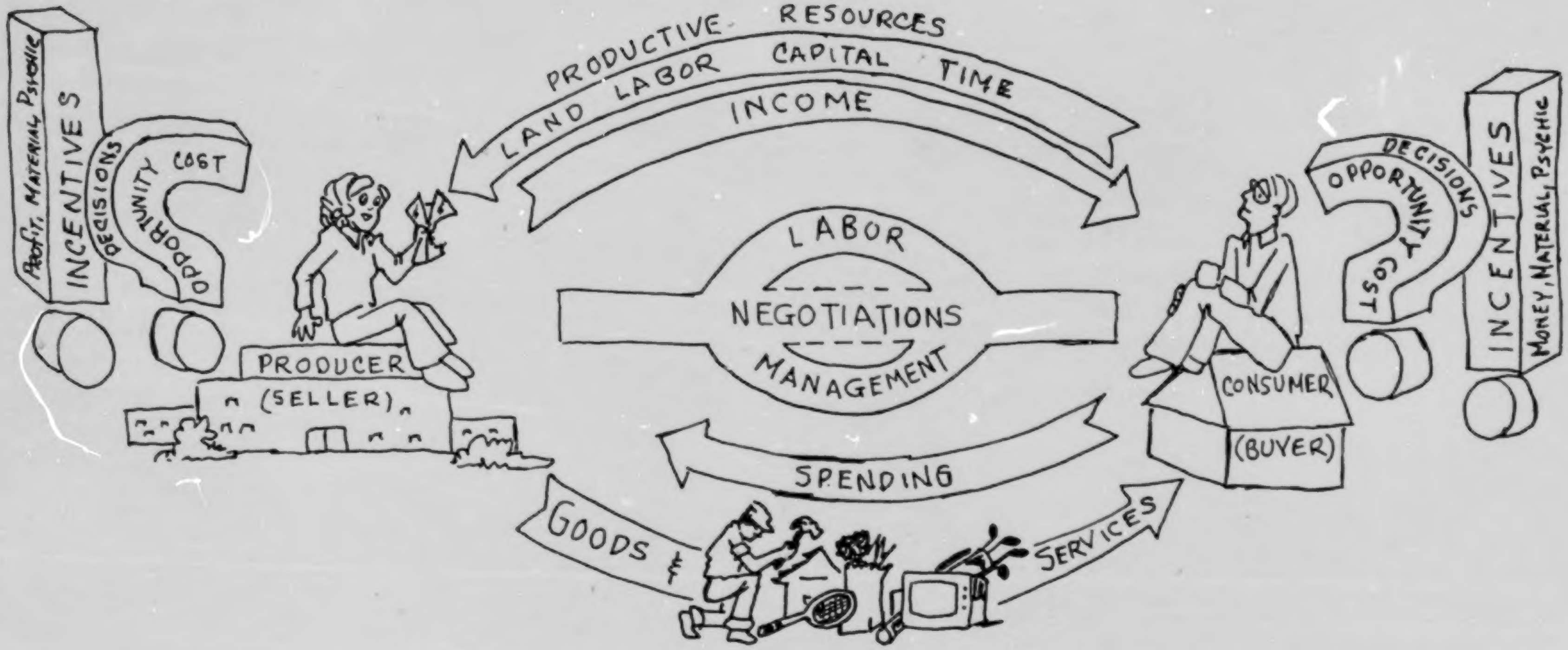
All components reviewed, reinforced, expanded and integrated for mastery.

Name and describe 3 basic tools used by Government to stabilize the economy. Analyze and discuss potential solutions from given case studies.

Construct circular monetary flow model, now including government and describe relationship to price-setting process.

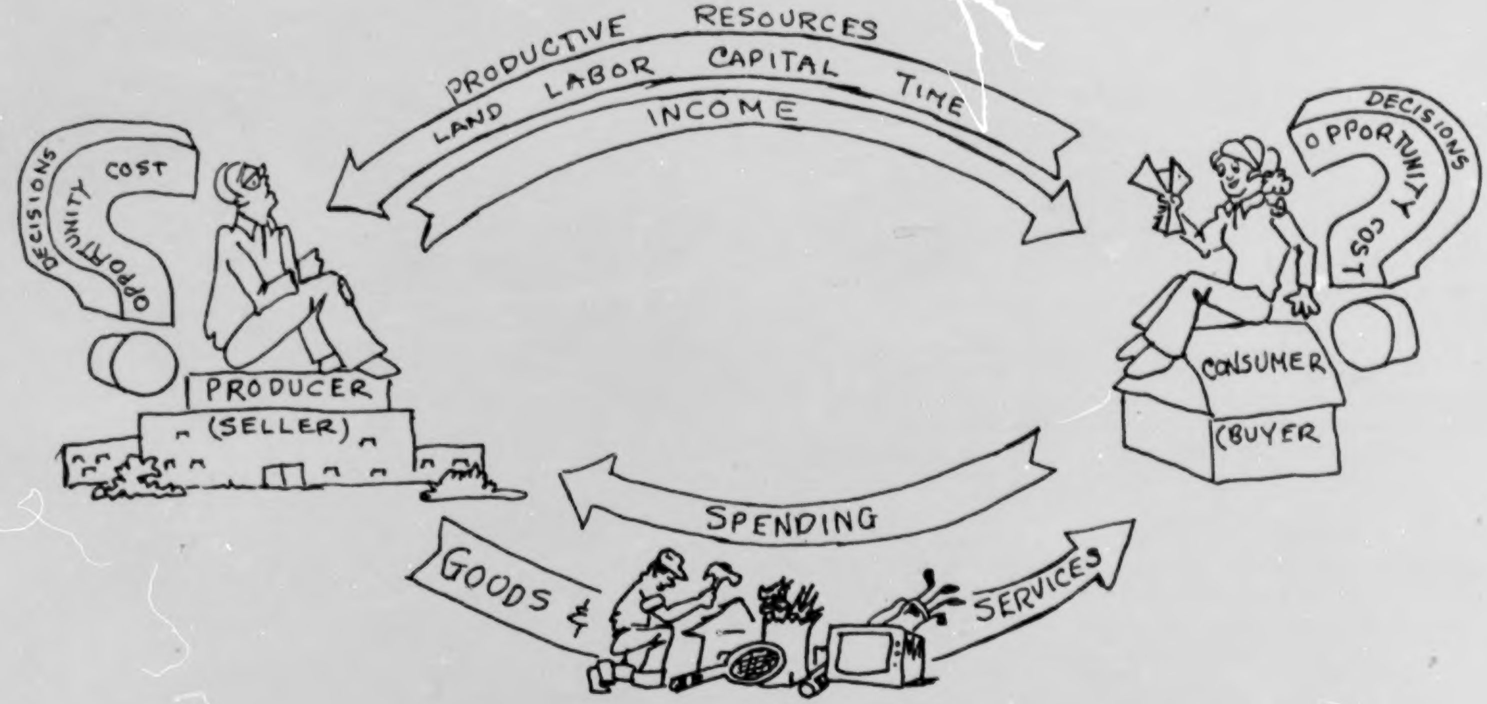

GOVT
SPENDING & SERVICES
TAXES
SPENDING & SERVICES
TAXES
PRODUCTIVE RESOURCES
LAND LABOR CAPITAL TIME
INCOME
PROFIT MATERIAL PSYCH
INCENTIVES
DECISIONS
OPPORTUNITY COST
PRODUCER
(SELLER)
LABOR
NEGOTIATIONS
MANAGEMENT
COSTS
OPPORTUNITY
DECISIONS
INCENTIVES
MONEY, MATERIAL, PSYCHIC
CONSUMER
(BUYER)
SPENDING
GOODS &
SERVICES
LOANS & INTEREST
SAVINGS
SAVINGS
LOANS & INTEREST

9th GRADE


PRODUCTIVE RESOURCES
LAND LABOR CAPITAL TIME
INCOME
PROFIT, MATERIAL, PSYCHIC
INCENTIVES
DECISIONS
OPPORTUNITY COST
PRODUCER
(SELLER)
LABOR
NEGOTIATIONS
MANAGEMENT
SPENDING
GOODS & SERVICES
DECISIONS
OPPORTUNITY COST
INCENTIVES
MONEY, MATERIAL, PSYCHIC
CONSUMER
(BUYER)

Introduce: Labor, Management and Negotiations
Introduce: Incentives

8th GRADE


PRODUCTIVE RESOURCES
LAND LABOR CAPITAL TIME
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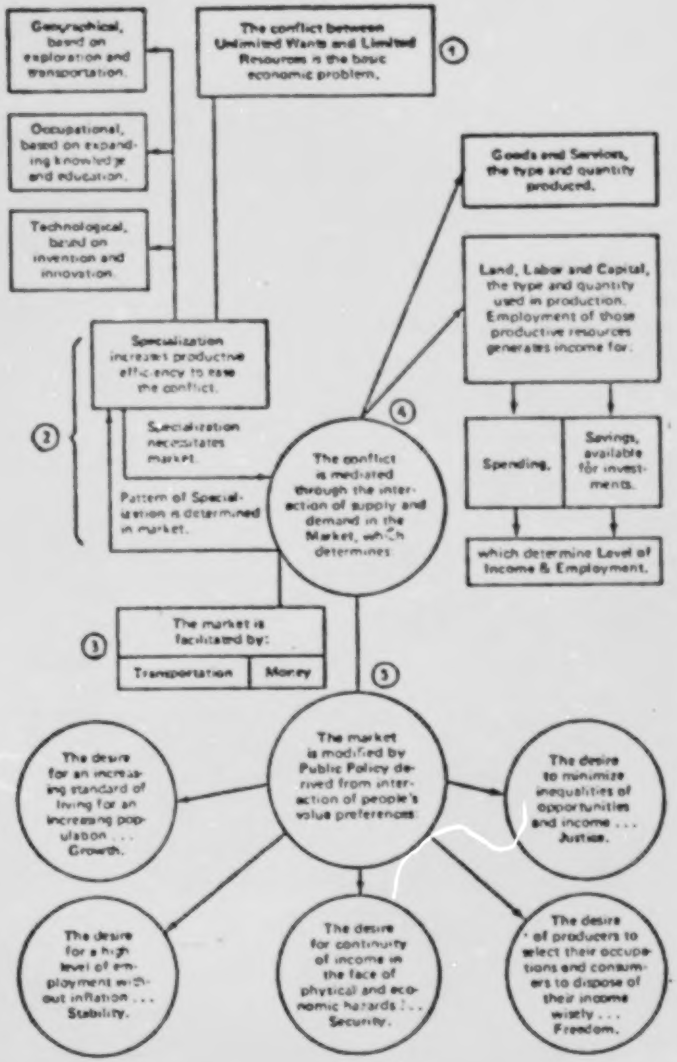
OPPORTUNITY
COST
PRODUCER
(SELLER)
DECISIONS
OPPORTUNITY
COST
CONSUMER
(BUYER
SPENDING
GOODS &
SERVICES

Introduce: Circular flow model
Introduce: Opportunity cost (cost/benefit analysis)
Review and Reinforce: Market system and terminology

7th GRADE

FUNDAMENTAL IDEAS OF ECONOMICS


Geographical, based on exploration and transportation.
Occupational, based on expanding knowledge and education.
Technological, based on invention and innovation.
The conflict between Unlimited Wants and Limited Resources is the basic economic problem.
①
Goods and Services, the type and quantity produced.
Land, Labor and Capital, the type and quantity used in production. Employment of those productive resources generates income for:
Spending.
Savings, available for investments.
which determine Level of Income & Employment.
Specialization increases productive efficiency to ease the conflict.
②
Specialization necessitates market.
Pattern of Specialization is determined in market.
④
The conflict is mediated through the interaction of supply and demand in the Market, which determines:
③
The market is facilitated by:
Transportation
Money
⑤
The market is modified by Public Policy derived from interaction of people's value preferences:
The desire for an increasing standard of living for an increasing population . . . Growth.
The desire to minimize inequalities of opportunities and income . . . Justice.
The desire for a high level of employment without inflation . . . Stability.
The desire for continuity of income in the face of physical and economic hazards . . . Security.
The desire of producers to select their occupations and consumers to dispose of their income wisely . . . Freedom.

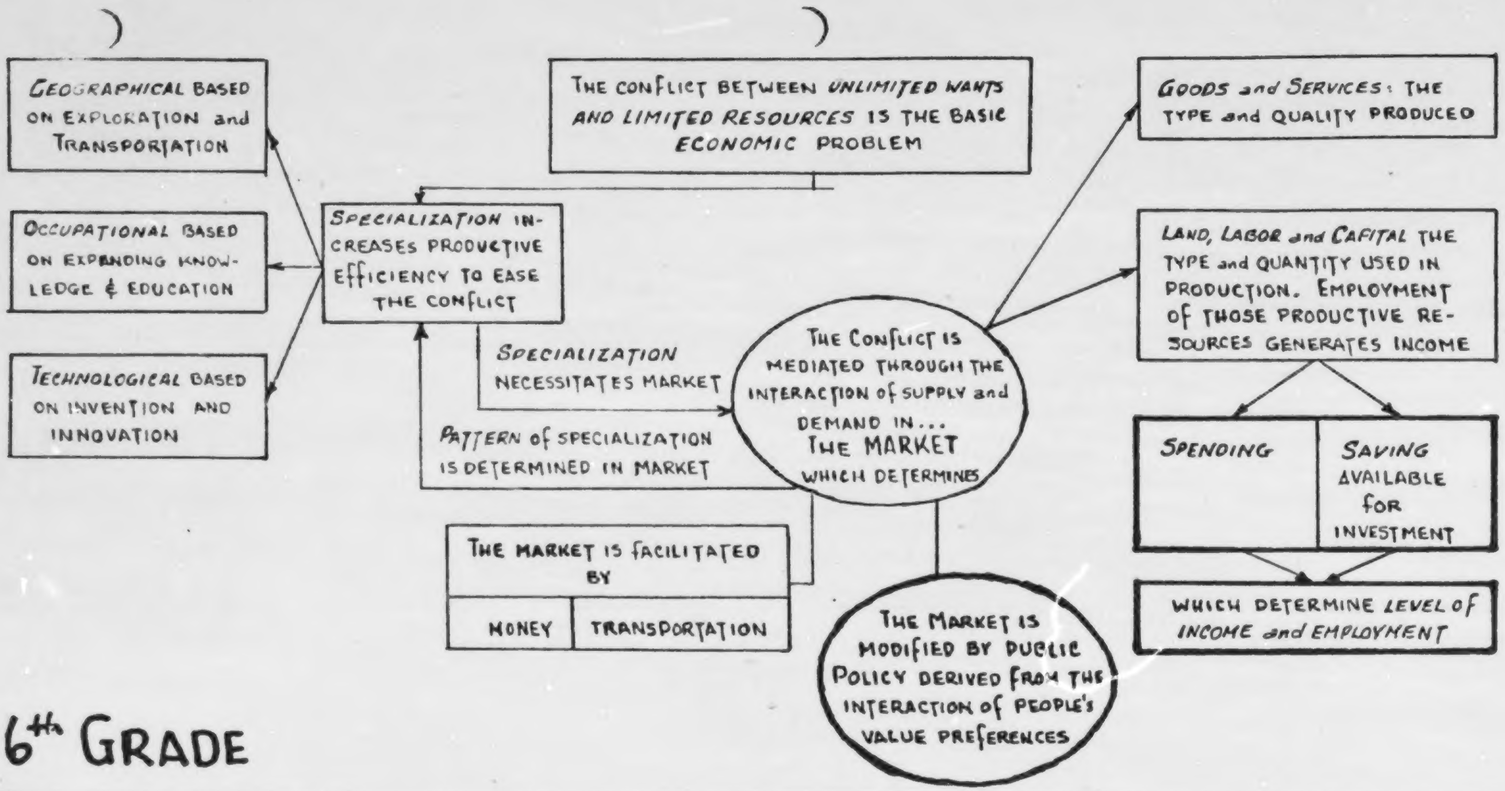
(1) The central idea of economics is the scarcity concept, name, that every society faces a conflict between unlimited wants and limited resources.

(2) Out of the scarcity concept a family of ideas emerge. Because of scarcity, man has tried to develop methods to produce more in less time, or more with less material and in shorter time. Various types of specialization were discovered in order to overcome the conflict between unlimited wants and limited resources. We specialize geographically, occupationally, and technologically.

(3) Because of specialization, we are interdependent; interdependence necessitates a monetary system and a transportation system.

(4) Men had to discover an allocating mechanism and this is the market, where through the interaction of buyers and sellers price changes occur. Prices determine the pattern of production, the method of production, income distribution, and the level of spending and saving, which, in turn, decide the level of total economic activity.

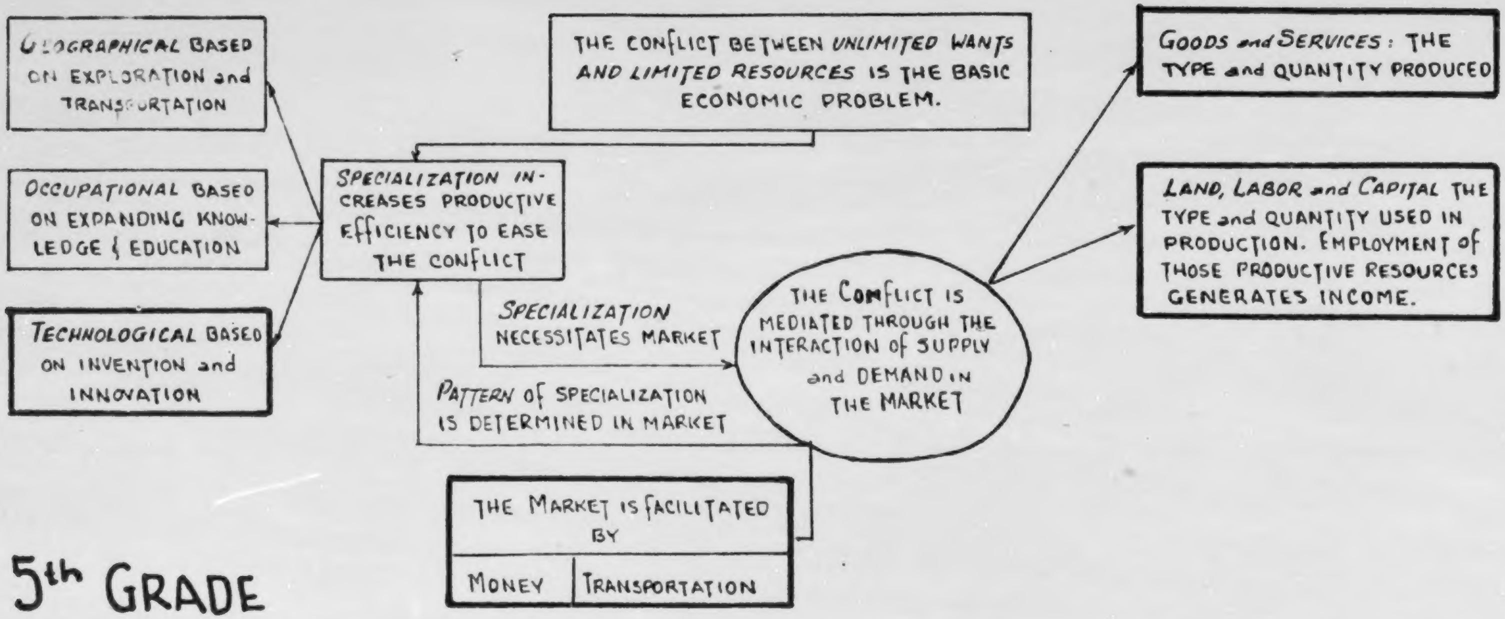
(5) The market decision is modified by public policies, carried out by the government, to assure welfare objectives. These welfare objectives are determined in the United States through the political interaction of 200 million people that generates thousands of welfare objectives that can be reduced to five: attempts to accelerate growth, to promote stability, to assure economic security, to promote economic freedom, and to promote economic justice.


GEOGRAPHICAL BASED ON EXPLORATION and TRANSPORTATION
OCCUPATIONAL BASED ON EXPANDING KNOWLEDGE & EDUCATION
TECHNOLOGICAL BASED ON INVENTION AND INNOVATION
THE CONFLICT BETWEEN UNLIMITED WANTS AND LIMITED RESOURCES IS THE BASIC ECONOMIC PROBLEM
SPECIALIZATION INCREASES PRODUCTIVE EFFICIENCY TO EASE THE CONFLICT
SPECIALIZATION NECESSITATES MARKET
PATTERN OF SPECIALIZATION IS DETERMINED IN MARKET
THE CONFLICT IS MEDIATED THROUGH THE INTERACTION OF SUPPLY and DEMAND IN... THE MARKET WHICH DETERMINES
THE MARKET IS FACILITATED BY
MONEY
TRANSPORTATION
THE MARKET IS MODIFIED BY PUBLIC POLICY DERIVED FROM THE INTERACTION OF PEOPLE'S VALUE PREFERENCES
GOODS and SERVICES: THE TYPE and QUALITY PRODUCED
LAND, LABOR and CAPITAL THE TYPE and QUANTITY USED IN PRODUCTION. EMPLOYMENT OF THOSE PRODUCTIVE RESOURCES GENERATES INCOME
SPENDING
SAVING AVAILABLE FOR INVESTMENT
WHICH DETERMINE LEVEL OF INCOME and EMPLOYMENT

6th GRADE

Review and reinforce definition of scarcity, geographic and occupational specialization, and the market. Student can give example of each and reproduce a schematic diagram consistent with this competency. (See sample below.)

Introduce terms and concepts of technology, money, transportation, land (why communities district in certain areas), labor, and capital (see ECON. 5). Students will be able to explain how the market determines the goods and services to be produced.



GEOGRAPHICAL BASED ON EXPLORATION and TRANSPORTATION
OCCUPATIONAL BASED ON EXPANDING KNOWLEDGE & EDUCATION
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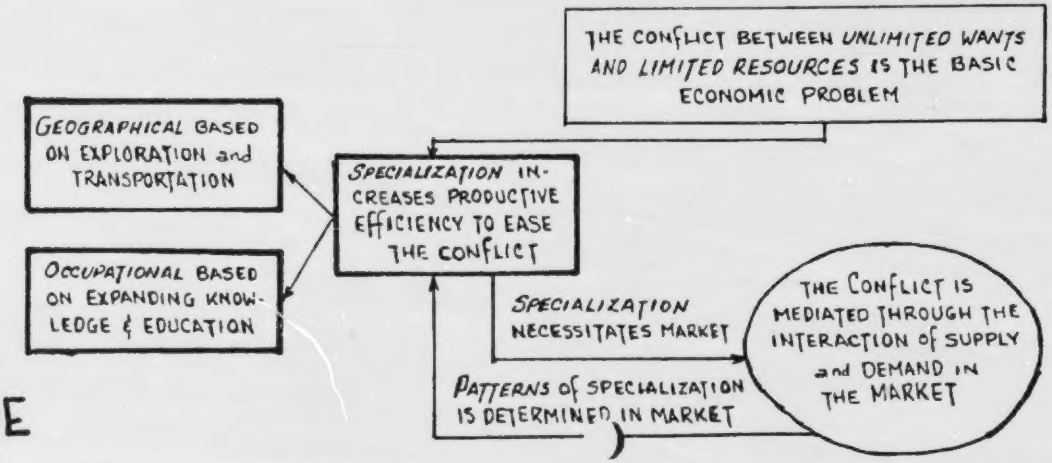
GOODS and SERVICES: THE TYPE and QUANTITY PRODUCED
LAND, LABOR and CAPITAL THE TYPE and QUANTITY USED IN PRODUCTION. EMPLOYMENT OF THOSE PRODUCTIVE RESOURCES GENERATES INCOME.
THE MARKET IS FACILITATED BY
MONEY
TRANSPORTATION

5th GRADE

Mastery of term and concept - "Scarcity" and "Market." Introduce terms and concept of geographical and occupational specialization. Also introduce schematic diagram of market system.

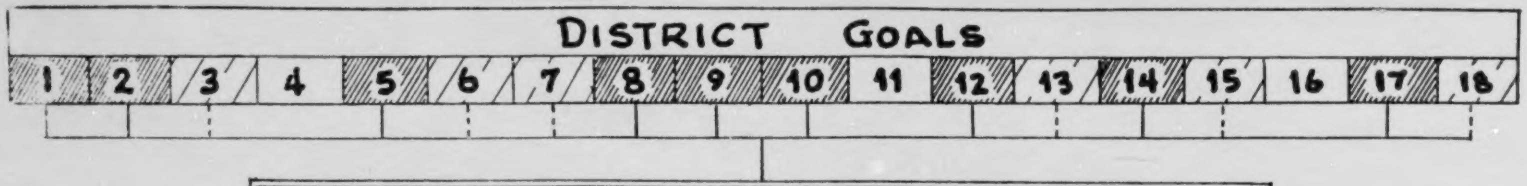


THE CONFLICT BETWEEN UNLIMITED WANTS AND LIMITED RESOURCES IS THE BASIC ECONOMIC PROBLEM
GEOGRAPHICAL BASED ON EXPLORATION and TRANSPORTATION
SPECIALIZATION INCREASES PRODUCTIVE EFFICIENCY TO EASE THE CONFLICT
OCCUPATIONAL BASED ON EXPANDING KNOWLEDGE & EDUCATION
SPECIALIZATION NECESSITATES MARKET
THE CONFLICT IS MEDIATED THROUGH THE INTERACTION OF SUPPLY and DEMAND IN THE MARKET
PATTERNS OF SPECIALIZATION IS DETERMINED IN MARKET

4th GRADE

3rd GRADE	Review and reinforce the terms and concepts of specialization, "Market" and "Economic Choice." Introduce - markets for goods and markets for services. Review limited wants - vs - limited resources
2nd GRADE	Review and reinforce terms and concepts from Grade 1. Reinforce "Specialization" referring to careers and other goals (e.g. banking - Econ. 5).
1st GRADE	Review and reinforce "wants" and "needs" as relates to choice (i.e. limited resources - unlimited wants. Introduce terms: goods, service, consumer, consume, and producer. (Use, e.g., token economy.) Introduce term "Scarcity" as related to classroom supplies.
KINDERGARTEN	Introduce: term "Market" in relation to classroom store. Introduce: "Wants" and "Needs"...no one can have all he/she wants.

HOME	PRESCHOOL



All students will be able to synthesize in visual form (chart, graph, illustrate) the concepts of socialism, communism and capitalism, in terms of the goals, the effects and the incentives of each.

ECON. 9
GRADE:

This competency does not apply below the 7th grade level of readiness except as may be specified or inferred about capitalism from other economic competencies (see for example Econ. (). Such inferential elements may also be found among the goal competencies and components of Political Science/Government and Sociology.

MASTERY 9th GRADE

ALL COMPONENTS REVIEWED, REINFORCED, EXPANDED and INTEGRATED for MASTERY

OWNERSHIP: TOOLS of PRODUCTION

COMMUNISM	SOCIALISM	CAPITALISM
STATE OWNS	STATE OWNS BASIC INDUSTRIES	INDIVIDUAL OWNERSHIP

INCENTIVES

COMMUNISM	SOCIALISM	CAPITALISM
NON-MONETARY FEAR, POWER, SECURITY, GLORY.	ABILITY/NEED	COMPETITION IN FREE MARKET

COMPETITION

COMMUNISM	SOCIALISM	CAPITALISM
STATE COMPELLS COOPERATION	NATIONAL PLAN	INHERENT RIGHTS CUSTOM & LAW

MANAGEMENT

COMMUNISM	SOCIALISM	CAPITALISM
PARTY MEMBERSHIP	NON-MONETARY INCENTIVES	VOLUNTARY ACCEPTANCE

CAPITAL

COMMUNISM	SOCIALISM	CAPITALISM
WORK FORCE ASSIGNED	STATE MONOPOLY STATE PLAN	VOLUNTARY SAVING, CREDIT

ROLE of GOVERNMENT

COMMUNISM	SOCIALISM	CAPITALISM
OPERATES TOTAL ECONOMIC SYSTEM	OPPERATES BASIC INDUSTRIES MASTER PLAN	FOSTERS INDIVIDUAL FREEDOM, INITIATIVE and PRODUCTIVITY.

ETHICS

COMMUNISM	SOCIALISM	CAPITALISM
STATE DETERMINES STANDARD CONDUCT	STATE CONTROL FOR COMPLETION of MASTER PLAN	MORAL PRINCIPALS UNDERLYING CODE of ETHICS

ASSUMPTIONS ABOUT HUMAN NATURE

COMMUNISM	SOCIALISM	CAPITALISM
MAN IS GREEDY NEEDS CONTROL	MAN IS GREEDY NEEDS CONTROL	SELF-INTEREST WORKS FOR GOOD of SOCIETY

LABOR

COMMUNISM	SOCIALISM	CAPITALISM
STATE PRESCRIBED	LEGAL COMPULSION	FREEDOM of CHOICE

RISKS and LOSSES

COMMUNISM	SOCIALISM	CAPITALISM
FORCED ACCEPTANCE	HIGH TAXES	OWNERS, WORKERS MANAGERS, ETC.

9th GRADE

Review, reinforce and expand 7th grade components.

8th GRADE

Re-introduce and integrate: Components of all economic systems.

A. Human energy - Labor
B. Resources Land-Time
C. Tools Capital

2. Purpose of economic systems - produce and distribute goods and services to meet the needs and desires of the people in the system

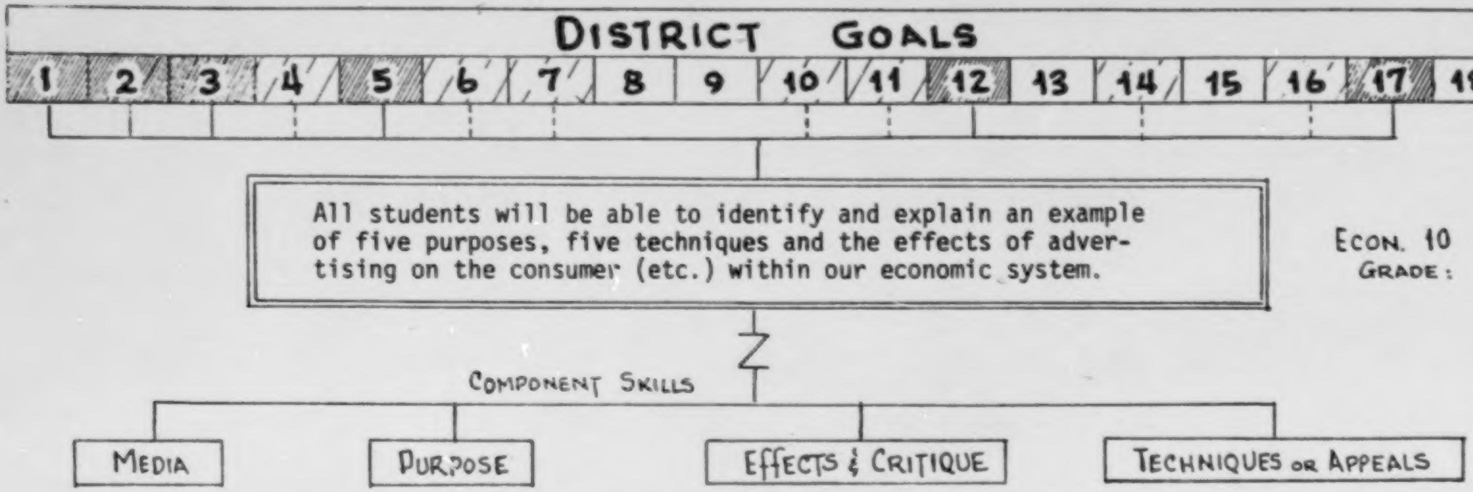
3. Principle economic systems (differences)
   Traditional Values and emphasis placed on the worth and
   Command dignity of the individual human being in the
   Market workings of the economic process.

Introduce - Economic Philosophies - Compare Three Countries
   Communism Purpose Responsibility
   Socialism Compulsion Opportunity
   Capitalism Human Freedom

7th GRADE

It is not, for the most part, the world that changes; it is our experience of it.

The anatomy of change
Kaiser Aluminum News p. 7


DISTRICT GOALS
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COMPONENT SKILLS
MEDIA
PURPOSE
EFFECTS & CRITIQUE
TECHNIQUES OR APPEALS

All students will be able to identify and explain an example of five purposes, five techniques and the effects of advertising on the consumer (etc.) within our economic system.

ECON. 10
GRADE:

Review and Reinforce Mastery

9th GRADE

MASTERY 8th GRADE

REVIEW, REINFORCE, EXPAND and INTEGRATE ALL COMPONENTS FOR MASTERY

8th GRADE

Review and Reinforce K-6

Mastery - Grades 5 & 6 Components

Introduce: Buying and stimulating the economy
Creating jobs
Creating desire for non-essentials

Review K-6 Terminology
Expand - Techniques and appeals

7th GRADE

6th GRADE	Review, Reinforce, and Expand Packaging Introduce: Coupon & Premium	Review: Entertainment and informative purposes Introduce: Demand creating, persuasion, and attraction purposes	Introduce use of consumer's guide or consumer report	Review previous techniques and appeals. Introduce: Pressure to conform or not to conform Appeal to vanity. Introduce common advertising terminology - e.g. "New-Improved" "More for Your Money," etc.
5th GRADE	Mastery: The student will list five media (places) where advertising is found	Introduce entertaining and informative advertising		Review: Slogan Introduce: Personal endorsement
4th GRADE	Introduce various media used in advertising Discuss packaging and prizes		Prepare and run a one-day campaign, e.g. clean-up the school grounds	Introduce: Slogan
3rd GRADE	Analyze classified ads appropriate to grade level		Make up own classified ad and translate to poster	
2nd GRADE			Refine concept of criticism of advertisement	
1st GRADE		Review, Reinforce and Expand K (below)		

KINDERGARTEN

Introduce concept of Advertising

HOME

PRE SCHOOL

GEOGRAPHY / ENVIRONMENT

BASIC

1. SELF LOCATION
2. NATURAL FEATURES (MAPS)
3. PEOPLE-MADE FEATURES
4. DISTANCE
5. LOCATION - CULTURE
6. MAP SCALE
7. SPOKANE ENVIRONMENT
8. POPULATION MAPS
9. MAP DISTORTIONS
10. HISTORICAL MAPS
11. THE SPOKANE "ECOLOGICAL-ECONOMIC" CHAIN.

REQUIRED

12. TRIP PLANNING
13. NATIONAL INTERDEPENDENCE
14. NATIONAL STATUS and LOCATION.

A. EARTH PHENOMENA
B. METEOROLOGICAL MAPS & MEASUREMENT

ELECTIVE

15. SPOKANE GEOLOGY
16. ENVIRONMENTAL IMPACT
17. CARTOGRAPHY.

GEOGRAPHY/ENVIRONMENT

Geography is to the Social Studies as Social Studies is to the remainder of the curriculum. It is the bedrock from which the other Social Studies sub-disciplines spring. Economics of a particular region cannot be understood except from the geography of that region. Culture, heritage, history and sociology cannot be understood except as they are affected by the lay of the land and the climate where people live. The isolation of a valley, or of an island, the growing season of the latitudes, the rainfall of a desert...all of these effect the living conditions and the life-style of a people, e.g., it is interesting to note that the longitudinal novels of a James Michener each begin with a geographical and geological exposition of the area in which the story takes place.

As identified and defined, sequentially, these goals can be integrated with the reading program on each level. These goals can be integrated at appropriate times with mathematics, particularly in basic skills of addition, subtraction, and distance measurement. At the more advanced levels, ratios of scale, time and distance, and fuel consumption (etc.) may be integrated. There is also integration potential which can be developed and used with certain components of Earth Science, particularly, those dealing with climate, weather and earth movement. Finally, as the Social Studies goals are further developed, opportunities for integration will be identified in the sub-disciplines of economics, history, heritage, culture, health, etc.

Opportunities do exist to show that geography study is, in fact, an essential part of understanding all forms of life, including our own.

SOCIAL STUDIES COMPETENCIES
THIRD DRAFT 4-23-76

GEOGRAPHY - BASIC

1. Students will be able to locate themselves physically in relation to the major points of interest/activity within the Spokane Metropolitan Area and the Pacific Northwest (i.e., Washington, Oregon, Idaho, Montana). The student will be able to give accurate directions, giving the most efficient route to arrive at a specified destination.

2. Students will be able to define and identify the natural geographic features of the earth by sketching or identifying pictures of those features and relating the picture to the appropriate geographic term and symbol (paper mache', etc., constructions also fulfill this competency).

3. Students will be able to read a map and/or globe by identifying the symbols which represent people-made features. Each student will be able to locate these features by the nearest longitude and latitude and/or the grid system, identification pattern, of a selected map.

4. Students will be able to measure distances between geographic features (natural and/or people-made) on a selected map or globe within the accuracy of ½ of one unit of the scale. (e.g. if 1" = 100 miles, accuracy for total distance must be within 50 miles.)

5. Students will be able to predict from a map and/or globe which shows elevation and longitude and latitude: A) The basic climate of a designated area, and B) the status of the culture of the people living in that area. Each student will be able to verify those predictions from appropriate existing maps, and to account for the discrepancies between prediction and the actual situation.

6. Students will be able to draw or construct a "scaled" map which shows the location of the student's individual routine monthly activities, (e.g. learning, shopping, eating, playing, worshipping, etc.) and the routes to and from those activities.

7. Students will be able to discuss (hypothesize) about the natural environment (ecology) of the Spokane River Valley, within 20 miles in all directions from the falls, as it might have been if it were unmodified by people, in terms of life, habitat, and support. The student will be able to show why this is an area which people might select for permanent residence, and to evaluate the effects of people as those effects exist today.

8. Students will be able to read a demographic map and compare it to maps of natural features, and maps of natural resources. From such data, the student will be able to explain or give reasons for the population density of any given area of the earth's surface.

GEOGRAPHIC - BASIC (Continued)

9. Students will be able to name three ways maps are purposely distorted and to explain or give reasons for those distortions.

10. Students will be able to trace the route of any given explorer or historical figure on a map or globe. Each student will be able to state the motives of the explorer, the reasons why the particular route was chosen, and be able to describe the conditions of any given point along that route.

11. Students will be able to identify the sources of the necessary raw materials for the major Spokane industrial (commercial) enterprise of the student's choice. The student will be able to identify the distribution centers and routes to those centers for the finished products of that enterprise. The student will be able to give reasons for those centers and routes. (The sources of materials, the centers of distribution and the routes may be actual or potential, but they must be real.)

GEOGRAPHIC - REQUIRED STUDY

12. The student will be able to plan a trip to and from a destination of the student's choice, not less than 1000 miles distant from Spokane. The student may specify destination, purpose, time limits and expense limits for the trip.

13. The student will be able to identify, locate, and explain the importance of each nation in the world which has or has had a direct influence on the history and/or the development of the world, as those nations currently exist.

14. The student will be able to identify the nations of the world as they exist today, according to its status as:

    A. A technologically advanced nation

    B. An emerging nation

    C. A Third-World nation

Two goals were recognized and discussed as Geographic Scoial Studies goals. However, it was also realized that these two goals were specific elements or components in the existing 8th grade Earth Science course.

GEOGRAPHIC - REQUIRED STUDY (Continued)

A. The student will be able to identify the phenomena of our earth which explain night and day, the seasons, and certain characteristic weather phenomena (e.g. trade winds, hurricanes, etc.).

B. The student will be able to: 1) read a weather map, 2) describe, picture, or construct basic weather-measuring devices, and 3) explain the characteristic sources of Spokane weather during each season of the year. From the above data the student will be able to predict the weather conditions of the succeeding day for a week with at least 50 percent accuracy.

GEOGRAPHIC - ELECTIVE

15. The student will be able to locate on a map, visit in person, and explain the geological features special to the Spokane River Valley.

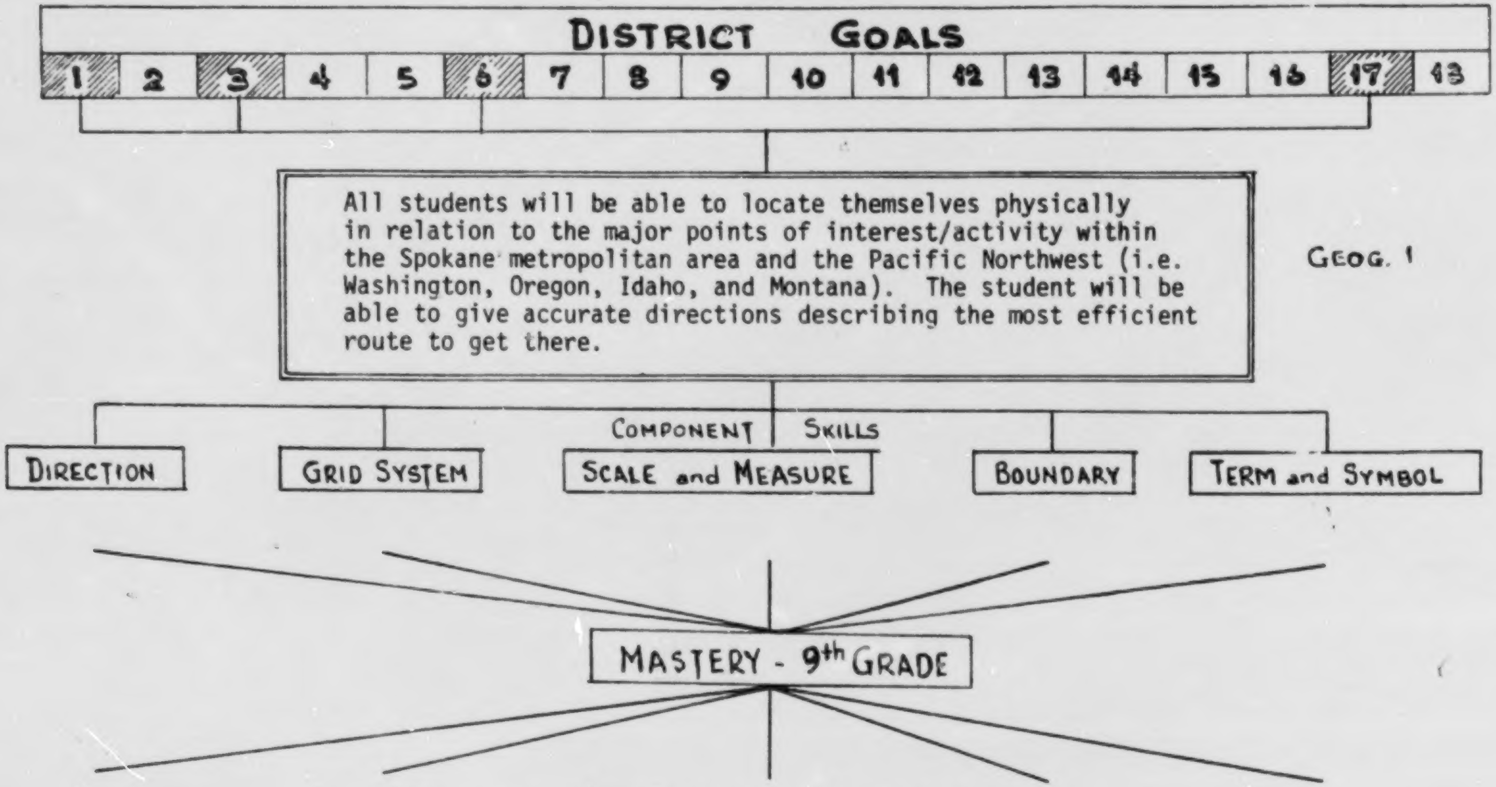
16. The student will be able to write an Environmental Impact Statement for any specific proposed project of the student's choice which is under consideration in the Greater Spokane area.

17. The student will be able to construct an imaginary civilization on an imaginary "lost" continent. This civilization must be complete with maps and charts showing man-made and natural phenomena which are explanatory of living conditions within that civilization from a geographical point of view.

Should you sit upon a cloud, you would see the boundry line between one country and another, or the boundry stone between a farm and a farm. It is a pity you can not sit upon a cloud.

Kahlil Gibran

Sand and Foam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GEOG. 1
COMPONENT SKILLS
DIRECTION
GRID SYSTEM
SCALE and MEASURE
BOUNDARY
TERM and SYMBOL
MASTERY - 9th GRADE

All students will be able to locate themselves physically in relation to the major points of interest/activity within the Spokane metropolitan area and the Pacific Northwest (i.e. Washington, Oregon, Idaho, and Montana). The student will be able to give accurate directions describing the most efficient route to get there.

All Components Reviewed, Expanded and Integrated

9th GRADE

Discuss: Location of points of economic interest/activity

Review and Reinforce - Continual Useage
Integrate

Map Measurements
Land measures: range township, sections, acres, lots, etc.

Political Boundaries
County, State and Congressional.
Points of historical and political interest

Review and Reinforce
continual usage
Integrate

8th GRADE

7th GRADE	Review and reinforce - Continual usage Integrate	Introduce and review, international date-line.	Review: Map-Making on varient and various scale.	Review and reinforce discuss location of cities and recreation interest and activies	Review and reinforce continual usage.
6th GRADE	Mastery	Mastery	Use of scale to measure distance in miles between specified locations.	Mastery: Able to identify and differentiate the symbols for an inter-national and a state (or"provincial") boundary.	
5th GRADE	Compass rose Physical Orientation	Review and reinforce	Comparison of scales	Identify political boundaries National and inter-national	

All students will be able to locate themselves specifically in the city of Spokane by use of a city map.

4th GRADE	Mastery: four main directions. Introduction: Compass Rose	Introduction	Use of ruler in scale and measure	Natural boundaries People-made boundaries
3RD GRADE	Mastery: NSEW	Introduce Latitude and Longitude	Introduce relative size: City, county, state, country, (U.S.) continent, world. Whole to part superimposed.	Introduce; ocean, continent, hemisphere.
2nd GRADE	Relationship: North, South, East, West to school and grounds.		Introduce measure with an accept tool of measure (e.g. hand and paper clip) for relative scale.	Introduce: Map key, color code - land and water map and globe review.

1st GRADE	Left and Right	Home, School Block	Blue-Yellow Land-Water Globe. Neighborhood, City, Spokane
KINDERGARTEN	Home/School/Restroom Classroom/Desk		Address

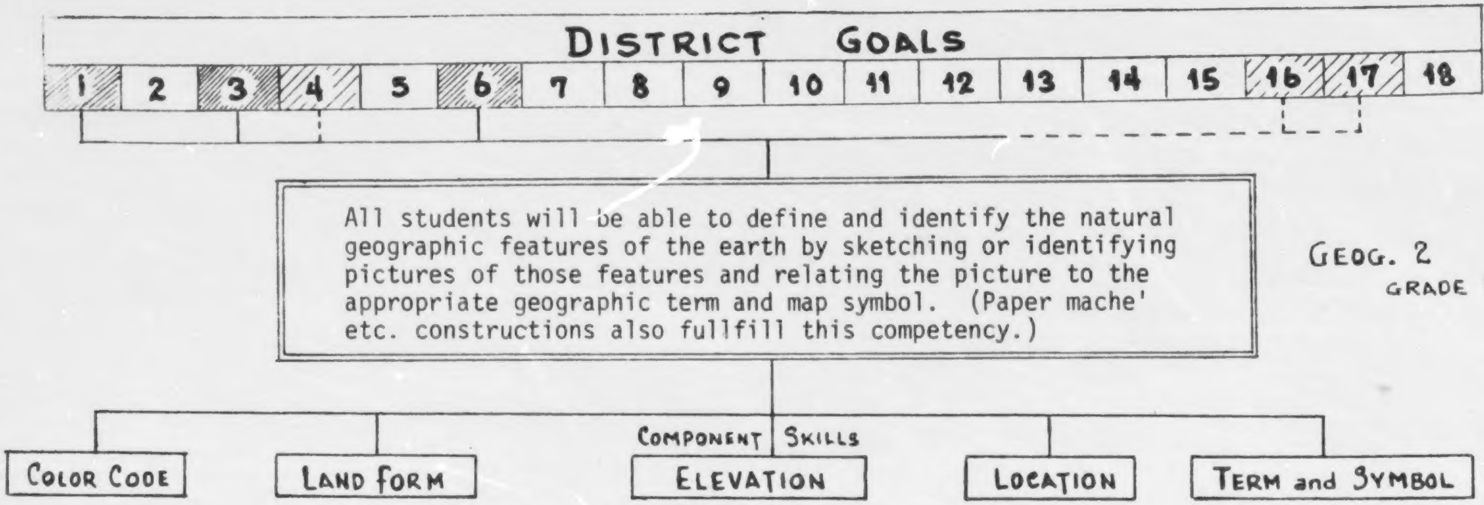
HOME PRE-SCHOOL

GEOG

There must be something strangely
sacred in salt. It is in our
tears and in the sea.

Kahlil Gibran

Sand and Foam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COMPONENT SKILLS
COLOR CODE
LAND FORM
ELEVATION
LOCATION
TERM and SYMBOL

All students will be able to define and identify the natural geographic features of the earth by sketching or identifying pictures of those features and relating the picture to the appropriate geographic term and map symbol. (Paper mache' etc. constructions also fullfill this competency.)

GEOG. 2
GRADE 8

Skill is functional or useable without instruction at the ninth grade

9th GRADE

MASTERY - 8th GRADE

All components reviewed, reinforced and expanded - integrate and coordinate for mastery - coordinate with earth science.

Mastery: Color Code

Mastery: Land Form Terminology

8th GRADE

Review and Reinforce:
International Color Code

Introduce and Review: Land form terminology (e.g. mesa, plateau, plain, bluff, pass, arcepelago, etc.) through pictures.

7th GRADE

GEOG. 2

6th GRADE

Review, Reinforce and Expand All Components

The student will be able to identify adjacent colors on a relief map and specify the elevation of selected sites

Mastery

The student will be able to locate and name the major bodies of water on a map of the United States.

5th GRADE

Differentiate between land and water on a map and/or globe

- Identify land, water, and coastline on a map
- Identify by shape and label continents and major bodies of water

- Specify upper and lower limits of elevation the color intervals on a selected map

- Name and locate the continents in the north, south, east and west hemispheres.
- Identify the source and mouth of rivers

4th GRADE

Mastery of major colors - blue/yellow

Mastery of direction

Name and identify selected features on a map and/or globe introduce key and legend

3RD GRADE

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Identification of features on pictures and physical relief (see terms) →

Know and recognize mountains, rivers, oceans, lakes, hills, valleys, etc.

2nd GRADE

Recognize and compare natural features: hill, mountain, lake/ocean.

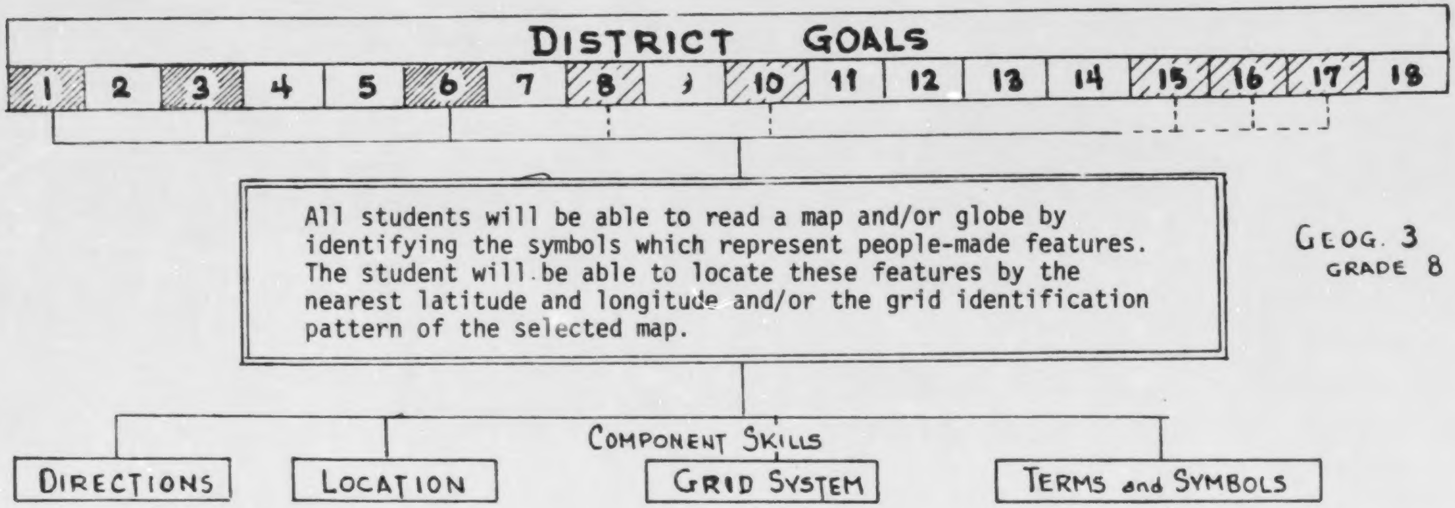
1st GRADE

Introduce natural geographical features. Identify river, mountain, ocean, lake.

KINDERGARTEN

HOME and PRE-SCHOOL

GEOG 2



All students will be able to read a map and/or globe by identifying the symbols which represent people-made features. The student will be able to locate these features by the nearest latitude and longitude and/or the grid identification pattern of the selected map.

COMPONENT SKILLS

- DIRECTIONS
- LOCATION
- GRID SYSTEM
- TERMS and SYMBOLS

9th GRADE

Skill is functional or useable without instruction at the ninth grade level

MASTERY - 8th GRADE

All components reviewed, reinforced and expanded integrate and coordinate for mastery - coordinate with earth science.

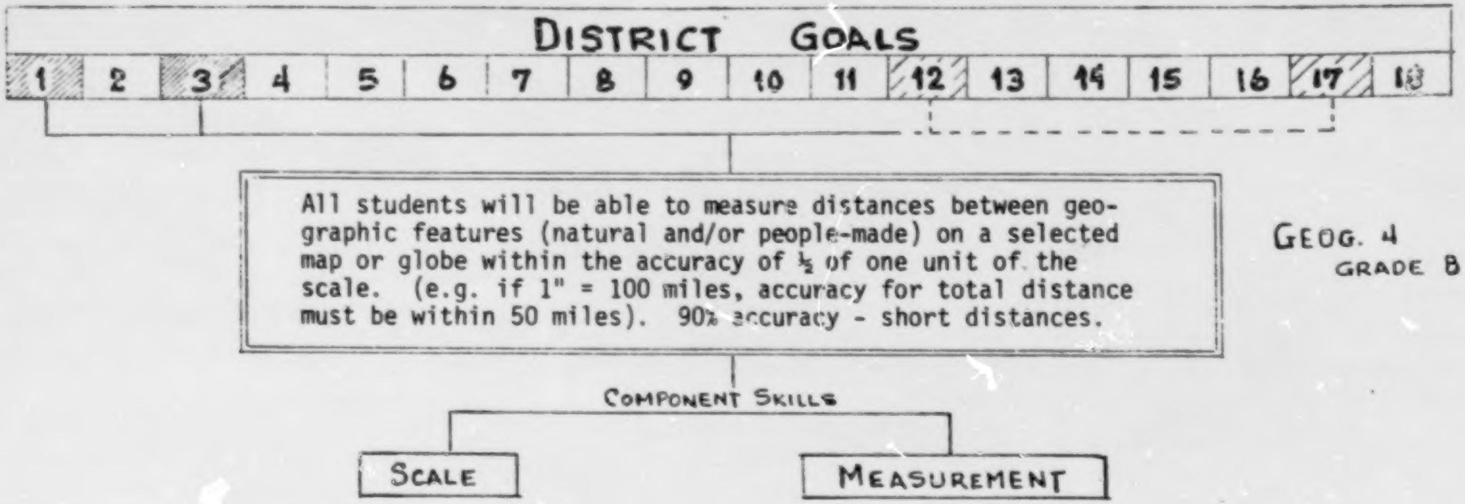
8th GRADE

7th GRADE	Introduce and reinforce: use of map index, atlas and similar resources	Review, reinforce and expand: use of map keys and symbols
6th GRADE	. The student will be able to recognize, name and locate countries (as prescribed by the district program materials) on a map and/or globe. . (Mastery:) ...locate any city according to its nearest longitude and latitude.	...(Mastery) identify and locate the prime meridian, international dateline and equator. ...(Review) identify cities and approximate population of cities from the legend on a map (also identify capital cities).
The student will be able to indicate direction (i.e. north, south, etc.) on a map of the United States or any major part thereof (vis, a state or group of states). 5th GRADE	. Review and reinforce latitude and longitude . Recognize, name and locate the states of the union on a map. Locate any given state according to the region of its location.	...use legend to identify cities population of cities, capitals, and state boundaries. ...use the terms northeastern, southern, mountain, Pacific Northwest, (etc.) to describe the major regions or sectors (including time zones) of the U.S.
...State the relationship of two locations map in terms of north, south, east and west. 4th GRADE	. Introduce: grid system as key to location of cities and places on a map. . Identification of points of interest along a common longitude or latitude, reading and listing printed names.	Introduce standard map legends, keys, and symbols. Latitude and longitude.

3RD GRADE	Reinforce keys - Man-made features
2nd GRADE	Introduction - keys of people-made features (on teacher-made simple maps).
1st GRADE	Identify through pictures: highway, street, airport, train station, bus depot, etc.
KINDERGARTEN	Identify through pictures: street, sidewalk, dam, bridge.

HOME and PRE-SCHOOL

> Knowing and Worship are one
> and the one and the same
> experience.
>
> Theodore H. Von Lave



All students will be able to measure distances between geographic features (natural and/or people-made) on a selected map or globe within the accuracy of ½ of one unit of the scale. (e.g. if 1" = 100 miles, accuracy for total distance must be within 50 miles). 90% accuracy - short distances.

GEOG. 4
GRADE 8

COMPONENT SKILLS

SCALE

MEASUREMENT

Skill is functional or useable without instruction at the ninth grade level

9th GRADE

MASTERY - 8th GRADE

All components reviewed, reinforced and expanded. Integrate and coordinate for mastery - coordinate with earth science

8th GRADE

Reintroduce, review and expand skills mastered at 6th grade level

7th GRADE

Mastery: The student will be able to use graphic scale to measure the distance in miles between specified locations on selected maps and globes.

6th GRADE

Review and Reinforce

5th GRADE

Introduce

4th GRADE

Elaborate - on comparisons and measurement as introduced Grade 2 below

3RD GRADE

Refine measurement and introduce scale by introducing concept of comparing actual with scale models. (e.g. hand and paper clip scale.)

2nd GRADE

[illegible] GRADE

Reinforce measuring.

Introduction of measuring objects by means
of specified units of measure

KINDERGARTEN

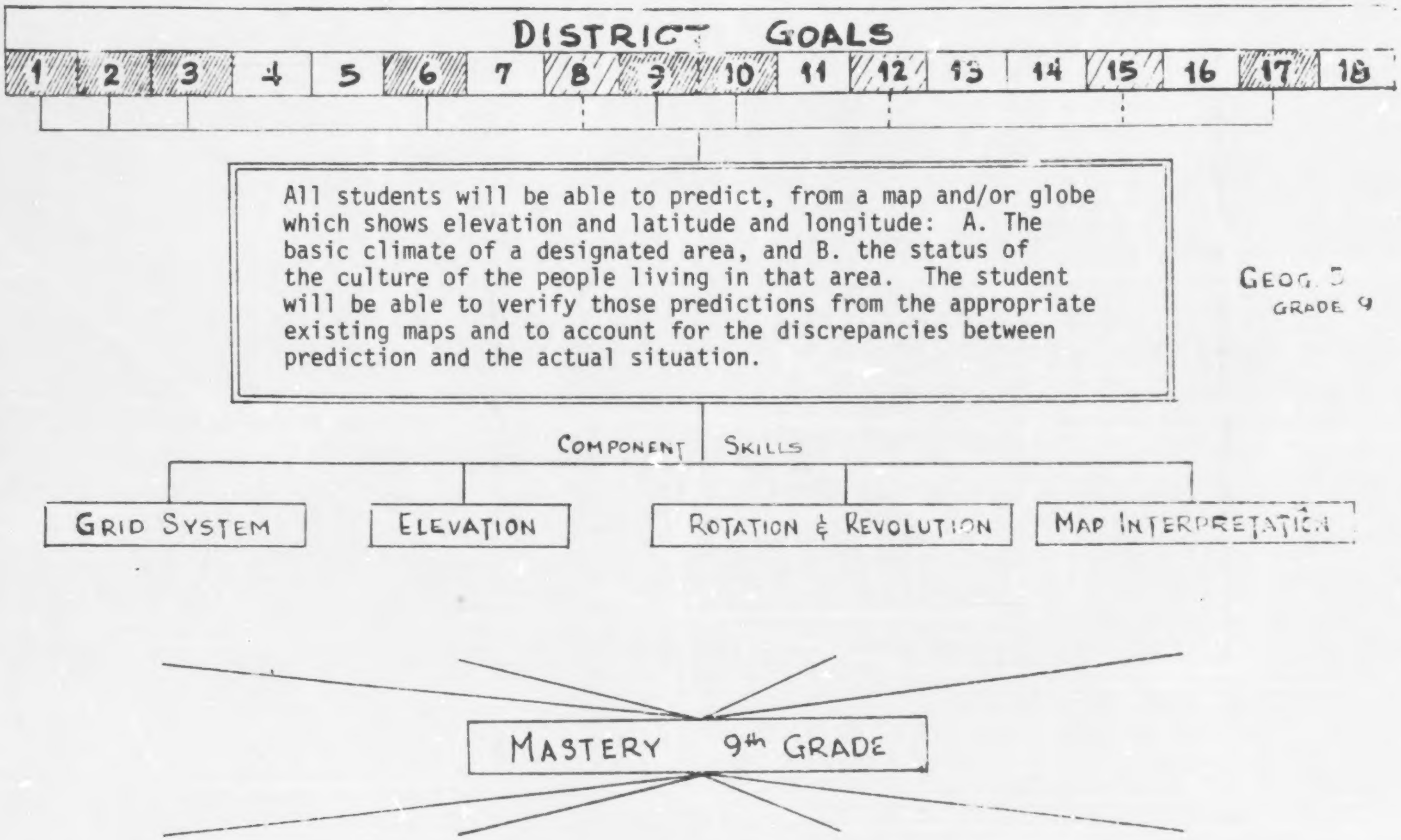
HOME and PRE-SCHOOL

For every human being the
memory of his individual
experiences is a matter of
supreme importance. To it
he owes his sense of identity
and possibly his conscousness,
without it he can take no
important decision, he can
not improve his condition,
he can not survive.

G.J. Renier

History: Its Purpose and Mehtod

GEOG. 5
GRADE 9


DISTRICT GOALS
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COMPONENT SKILLS
GRID SYSTEM
ELEVATION
ROTATION & REVOLUTION
MAP INTERPRETATION
MASTERY 9th GRADE

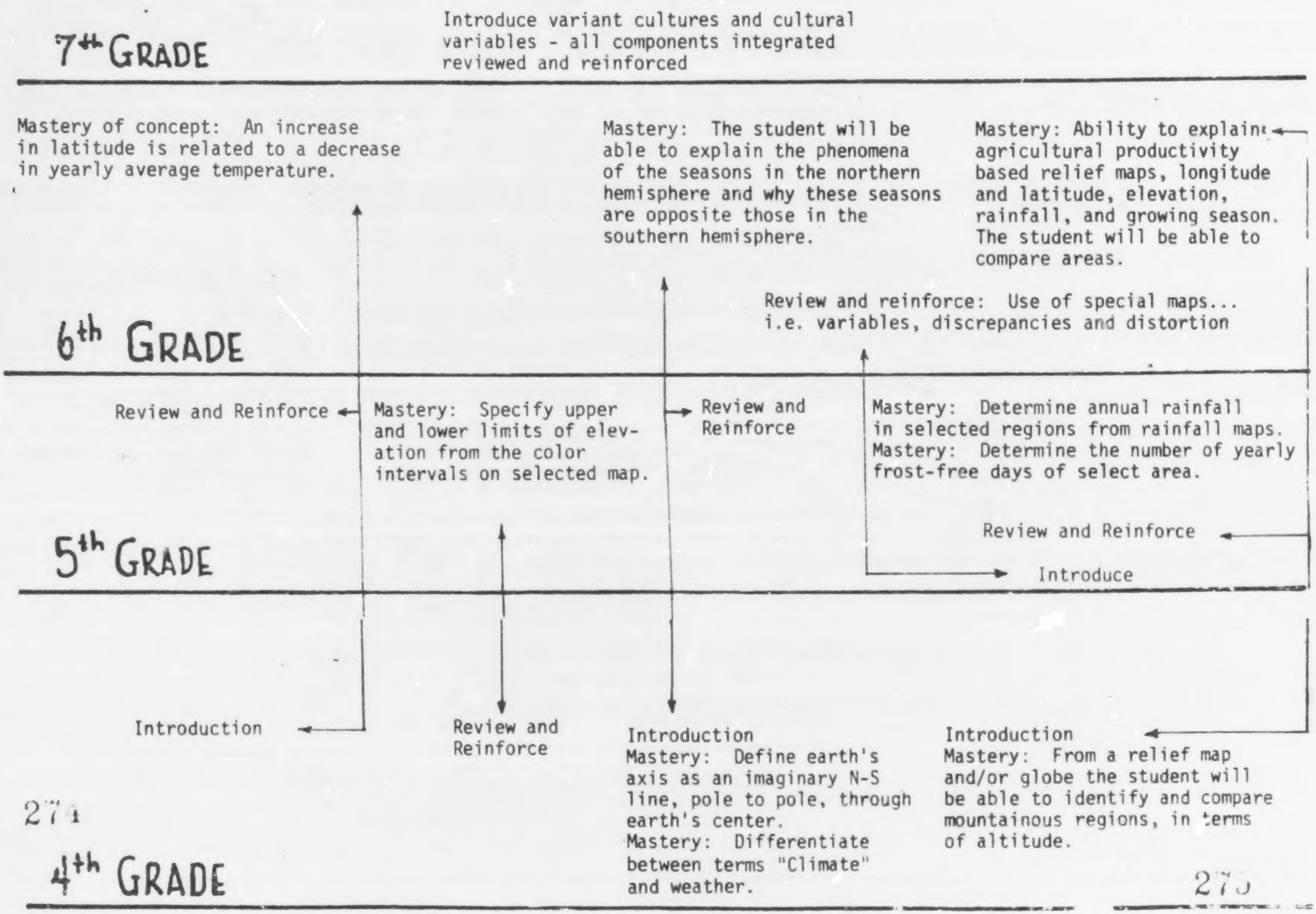
All students will be able to predict, from a map and/or globe which shows elevation and latitude and longitude: A. The basic climate of a designated area, and B. the status of the culture of the people living in that area. The student will be able to verify those predictions from the appropriate existing maps and to account for the discrepancies between prediction and the actual situation.

9th GRADE

All components reviewed and reinforced
integrated and coordinated for mastery

8th GRADE

Introduce - Local variables
Coordinate with earth science all
components integrated and reviewed.



7th GRADE

Introduce variant cultures and cultural variables - all components integrated reviewed and reinforced

Mastery of concept: An increase in latitude is related to a decrease in yearly average temperature.

Mastery: The student will be able to explain the phenomena of the seasons in the northern hemisphere and why these seasons are opposite those in the southern hemisphere.

Mastery: Ability to explain agricultural productivity based relief maps, longitude and latitude, elevation, rainfall, and growing season. The student will be able to compare areas.

Review and reinforce: Use of special maps... i.e. variables, discrepancies and distortion

6th GRADE

Review and Reinforce

Mastery: Specify upper and lower limits of elevation from the color intervals on selected map.

Review and Reinforce

Mastery: Determine annual rainfall in selected regions from rainfall maps.

Mastery: Determine the number of yearly frost-free days of select area.

Review and Reinforce

Introduce

5th GRADE

Introduction

Review and Reinforce

Introduction

Mastery: Define earth's axis as an imaginary N-S line, pole to pole, through earth's center.

Mastery: Differentiate between terms "Climate" and weather.

Introduction

Mastery: From a relief map and/or globe the student will be able to identify and compare mountainous regions, in terms of altitude.

4th GRADE

3rd GRADE	Read, observe, and record times of sunrise and sunset using the newspaper.	Look at relief map and predict differences in elevation student might experience on a given trip.	Introduction: Earth Axis	Differentiate between the terms "climate" and "weather." Read and record temperature
2nd GRADE	Predict, observe, and record observed changes of season as viewed about nature. ↔	Introduce colors and shades on a map	Predict, record, and observe changes in human, animal and plant "habits" according to seasons.	Introduce flat map and compare to globe.
1st GRADE	Compare and record temperature through each season			Gather information of weather through pictures of rain, sun, clouds and snow.
KINDERGARTEN		Daily weather check Introduce weather terms		

PRE-SCHOOL HOME

GEOG. 5

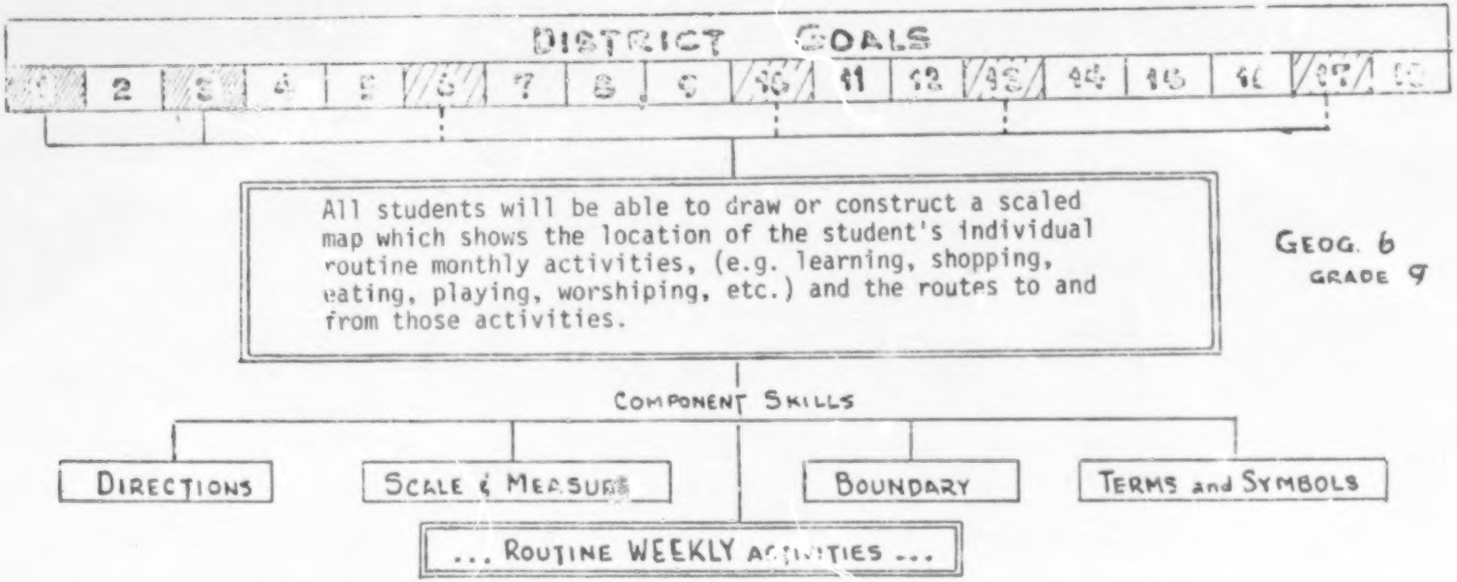
They say to me in their
awakening, "You and the
world you live in are but
a grain of sand upon the
infinite shore of an
infinite sea."

And in my dream I say to them,
"I am the infinite sea, and
all worlds are but grains of
sand upon my shore."

Kahlil Gibran

Sand and Foam

GEOG. 6
GRADE 9


DISTRICT GOALS
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COMPONENT SKILLS
DIRECTIONS
SCALE & MEASURE
BOUNDARY
TERMS and SYMBOLS
... ROUTINE WEEKLY ACTIVITIES ...

All students will be able to draw or construct a scaled map which shows the location of the student's individual routine monthly activities, (e.g. learning, shopping, eating, playing, worshiping, etc.) and the routes to and from those activities.

MASTERY 9th GRADE

All components reviewed and reinforced integrated and coordinated for mastery

9th GRADE

Review, reinforce, and expand all activities from the 7th grade level. Coordinate with earth science. Integrate all components.

8th GRADE

Integrate and coordinate all components

Introduce: Map construction using city streets to direct a traveler to a specified location.

Introduce: Map drawing showing a route of travel between (among) at least 15 specific locations commonly visited by the student.

Introduce: Map planning of route to meet daily needs and responsibilities.

Review and Reinforce: Block and landmark distances, terms and symbols of mapping.

7th GRADE

Mastery: Compass Rose

Student is able to use the graphic scale to measure the distance in miles between specified locations on both maps and globes.

Mastery: Able to identify city limits (boundaries) on a map.

6th GRADE

Review and Reinforce
Compass Rose
...to indicate direction
(i.e. north, south, etc.) on a map or globe.

...to compare scale.

Mastery: Ability use standare map legends, keys and symbols.

5th GRADE

Introduce: Compass Rose
...state relationship of two locations in terms of north, south, east, west.

...to use a ruler in scale and measure

...to identify natural and people-made boundaries

Introduce: Legend, key,
...define a map as a drawing of the earth or part thereof.

4th GRADE

...Trace route from classroom to 5 locations around the school.

Reinforce directions - north, south, east, west.

...Make individual map of classroom in simple scale.

3rd GRADE

...Trace route from classroom to 5 locations around the school.

...Place within a model, objects in the classroom

...Construct a group map of the classroom in simple scale

2nd GRADE

...Trace route from classroom to three locations around the school.

1st GRADE

...Trace a route in the classroom.

KINDERGARTEN

PRE SCHOOL

HOME

Civilization is what men think and feel
and do and the values which they assign
to what they think and feel and do.

R.H. Barrow
The Romans p. 12

DISTRICT GOALS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

All students will be able to discuss (hypothesize) about the natural environment (ecology) of the Spokane River Valley, within 20 miles in all directions from the falls, as it might have been if it were unmodified by people, in terms of life, habitat and support. The student will be able to show why this is an area which people might select for permanent residence and to evaluate the effects of people as those effect exist today.

GEOG. 7
GRADE

COMPONENT SKILLS

NATURAL FEATURES

SCALE & MEASUREMENT

TERMS & SYMBOLS

MASTERY - 9th GRADE

9th GRADE

All compontents reviewed, reinforced and expanded.
Integrate and coordinate components for mastery.

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8th GRADE

Review, reinforce and expand all components.
Coordinate with earth science and social studies.
Skills (hypothesize and motivation.)

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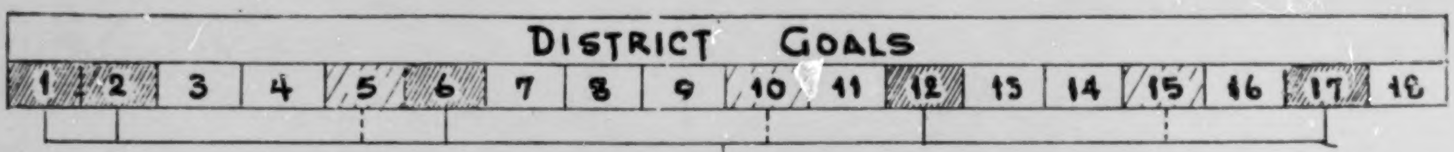
7th GRADE		Review, reinforce and expand all components Introduce: integration and coordination of components.	
6th GRADE	S.C.I.S. Ecosystems	...use the graphic scale to measure the distance in miles between specified locations on both maps and globes	Mastery: Concept and meaning of habitat. ↑
5th GRADE	S.C.I.S. Populations		Review and reinforce River - upstream source downstream mouth ↑
4th GRADE	S.C.I.S. Ecology		Review and reinforce
3rd GRADE		Review and reinforce K-2 skills	
2nd GRADE		Discuss resources available to build habitat.	
1st GRADE		Habitat is influenced by climate	
KINDERGARTEN		Observation of natural features around the school.	

PRE SCHOOL

HOME

Geog.



All students will be able to read a demographic map and compare it to maps of natural features, and maps of natural resources. From such data the student will be able to explain or give reasons for the population density of any given area of the earth's surface.

GEOG. 8
GRADE 9

This objective is seen as co-related to objectives Geog. 2 and 5 at the intermediate level. There is also strong co-relation to the S.C.I.S. Science and Earth Science programs at both the intermediate and Junior High School levels. The skills required within those objectives and related sciences would also apply to this objective.

COMPONENT | SKILLS

NATURAL FEATURES

MAP INTERPRETATION

Integrate and coordinate all components for mastery
Integrate and coordinate all factors for mastery

RELATE
CLIMATE ——— LAND FORM
TO POPULATION DENSITY

Review, reinforce and expand: knowledge and use of all components
Insure knowledge and use of population factors.

Geographic Proximity
Economic Opportunity
Human Comfort
Travel
Geographic Convergence
Trade Potential
Recreation
Available Food Supply
Industrial and Commercial
Available Jobs

9th GRADE

Review, reinforce and expand: knowledge and use of all components
Integrate and coordinate with Earth Science and Social Studies skills
Insure knowledge and use of land form factors:

8th GRADE Location Terrain Soil Land Masses

Review, reinforce and expand: knowledge and use of components.
Introduce Social Studies skill/Psychology (Human Motivation)
Insure knowledge and use of climate factors

7th GRADE

Mastery: Natural Resources (E.G. Climate Wildlife, etc.) see objective Geog. 5

Mastery: Population Maps and Natural Features, I.E. relief maps, see objective Geog. 2

6th GRADE See also S.C.I.S. Eco Systems

Mastery: Specification of upper and lower elevation limits for the color interval of designated places and locations.

Review and reinforce population map
Introduce: Natural Resource Map - Mineral and vegetation, growing season (frost free) maps.

5th GRADE Mastery: The student is able to distinguish between natural and people made boundaries.

Mastery: Label continents and oceans.
Introduce: Elevation color codes
Boundaries.

Introduction: Population maps, rainfall maps
Natural Resources - water and forests.

4th GRADE

3rd GRADE Does not apply as basic at this level of readiness.

GEOG 8

2nd GRADE

1st GRADE

KINDERGARTEN

PRE SCHOOL HOME

What man's ultimate destiny is we do not know. But we do know that unless he begins to understand his role more clearly and act upon it, the future can hardly be bright. What is happening now, today, at this moment, will add to our greater understanding once it is summed up. More lights emblaze on the record of the past with each new attitude we assume. The object of history is not only to understand the past; it is to understand the present by looking at the past.

Raymond F. Locke

Introducing Mankind (Editorial)
Mankind Vol. 1, No. 1 May 1967

DISTRICT GOALS																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

All students will be able to name three ways in which maps are purposely distorted and to explain or give reasons for those distortions.

GEOG. 9
GRADE 9

Basic map projections may be covered as intermediate competencies, however distortion on the basis of other than basic projection is beyond the readiness of the intermediate level and thus is regarded as a junior high competency.

Review and reinforce all components and factors for Mastery.
Introduce: Distortion for economic purposes.

9th GRADE

Reinforce concept and understanding of map distortion
Integrate and coordinate with Earth Science.
Introduce distortions for Political and Historical purpose.

8th GRADE

Review and reinforce concept and understanding of map distortion.
Introduce distortion for sociological, demographic and/or cultural purposes.

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7th GRADE

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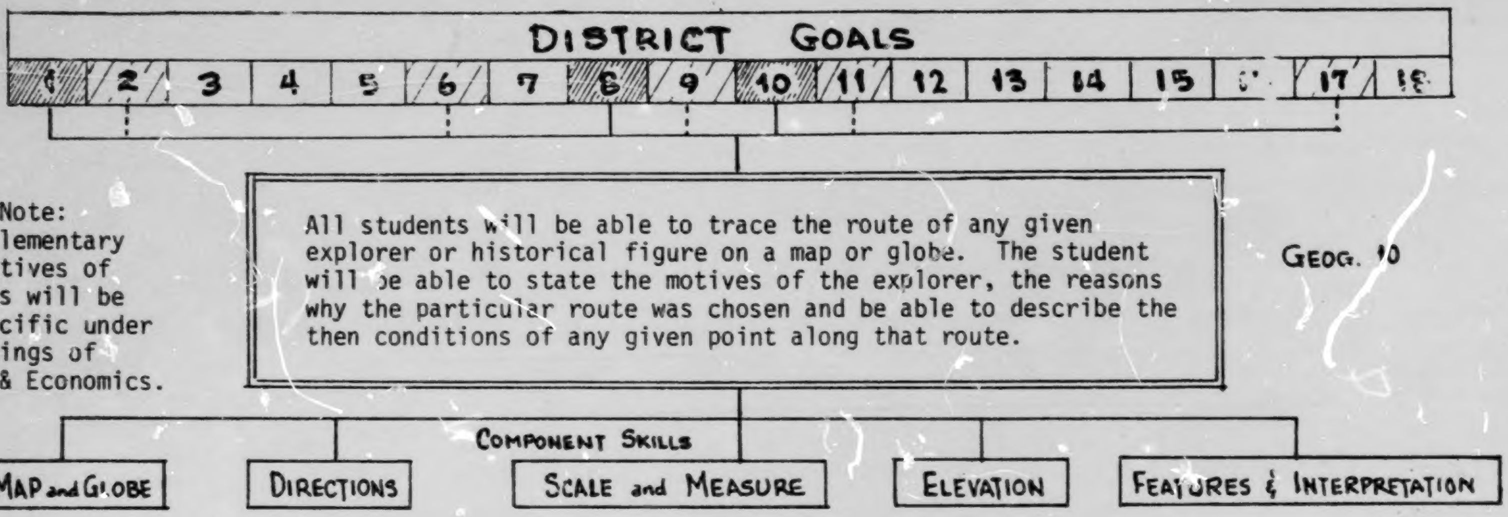
GEO( )

6th GRADE	Review and Reinforce Map Projections
5th GRADE	
4th GRADE	Introduction
3rd GRADE	Does not apply as basic at this level of readiness.



DISTRICT GOALS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Special Note:
At the Elementary level motives of explorers will be more specific under the headings of History & Economics.

All students will be able to trace the route of any given explorer or historical figure on a map or globe. The student will be able to state the motives of the explorer, the reasons why the particular route was chosen and be able to describe the then conditions of any given point along that route.

GEOG. 10

COMPONENT SKILLS

MAP and GLOBE

DIRECTIONS

SCALE and MEASURE

ELEVATION

FEATURES & INTERPRETATION

MASTERY - 9th GRADE

9th GRADE

Review, reinforce and expand all components.
Integrate and coordinate components for mastery.

8th GRADE

Review, reinforce and expand all components
Insure understanding logic of using certain land forms and rivers as pathways.

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Review, reinforce and expand all components
Insure knowledge and/or understanding of national and individual motives for exploration.

7th GRADE

Mastery: Students can demonstrate the phenomena of earth's movements with a globe.

Mastery: Use of compass rose to locate specified locations on map. Use latitude & longitude lines to locate specified places on a map. Use of grid system on a map.

Mastery: Use of graphic scale to measure distance in miles between specific locations on both maps and globes.

Mastery: student is able to determine direction of the flow of rivers from source to mouth or confluence. Use of map key or legend to determine boundries, routes, cities and population of cities.

6th GRADE

Review & Reinforce. Mastery: knows the printed names of major earth and national features, and major U.S. cities.

Review & Reinforce use the terms and locate the major regions of the United States.

Review & Reinforce (See also competency Geog. 4)

Mastery: Specify upper and lower limits of elevation for color intervals on a selected map. Name and locate highest elevations in U.S.

Review and reinforce

5th GRADE

Introduce

Introduce
Review and reinforce

Introduce

Review and Reinforce

Review and reinforce

4th GRADE

This competency does not apply below the 4th grade level of readiness except as specified in previous competency sequences.

DISTRICT GOALS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

All students will be able to identify the sources of the necessary raw materials for the major Spokane industrial enterprise of the student's choice. The student will be able to identify the distribution centers and routes to those centers for the finished products of that enterprise. The student will be able to explain the reason for those centers and routes. (The sources of materials, the centers of distribution and the routes may be actual or potential, they must be real.

GEOG. 11
GRADE 9

Review, reinforce and expand all components
Integrate and coordinate components for mastery

INTRODUCE

SYMBOLS	LAND FORM	LOCATION	TERMINOLOGY
	Power Supply Raw Material Source	Distribution Center	Distribution Center Profit and Loss

9th GRADE

Review, reinforce and expand grade 7 components
Integrate and coorelate with Earth Science

Introduce:

Industrial	Affect on Growth Transportation	Marketing Centers	Market Centers Industrial Enterprise

8th GRADE

Integrate and coordinate necessary components of other competencie

	Introduce:	
Transportation	Transportation	Urban Centers
Routes	Routes	Raw Materials
Products and Raw Materials	Raw Materials	

7th GRADE

This competency does not apply below the 7th grade level of readiness except as specified or inferred from previous competency sequences.

POLITICAL SCIENCE / GOVERNMENT

BASIC

1. Rights & Responsibilities
2. Registering & Voting
3. Political Location and Representation
4. Opinion-Letter Expression
5. Processes of Change
6. Government Functions
7. Citizen Participation
8. Development of Democracy
9. Compromise & Consensus.

REQUIRED

10. Governmental Purpose
11. Government Services
12. Characteristics of the American System.
13. Decision-Making Influences
14. Leadership Evaluation
15. International Relations
16. Current Governmental Problems.

ELECTIVE

17. Alternative Governmental Systems
18. Comparative Modern Systems.

POLITICAL SCIENCE/GOVERNMENT

Two basic concepts of domestic American Society over the past two hundred years has been the capacity to live peaceably under equitable laws and to adjust to change in a nonviolent manner. The system of Democracy, as the people of this country have developed it, has as its base two very important components: 1. An electorate informed about issues and 2. A system of communication of concern between and among the representatives and the constituencies of those representatives. Continuance of both of these concepts are the responsibility of the Nation's school system. In fact the public school system was established with these two principles in mind. Thus knowledge of and some degree of skill in the use of the mechanics which peacefully governing, establishing, and changing the rules by which the American people live is an essential element in the continuation of the American way of life. Responsible participation and commitment to this American way of life is dependent upon a study of and an involvement in political science and government beginning as early as possible in the educational/learning effort.

Possibilities exist for the integration of political science/government competencies with other disciplines and home/school activities beginning at the earliest levels of formal education. Home rules, and student government offer one entries to the learning of political science/government skills and competency. Language arts offers the opportunity to study, discuss, and debate public issues in a rational manner. Reading and literature frequently offer opportunities to raise the levels of awareness of those reoccuring concerns of human kind. The feasibility and economics of public action often involve the need for mathematics, sociology, psychology, geography, as well as political science and economics. Certainly, the need for the Social Studies and communication skills of research, reason, judgment and planning will be continuously reinforced and expanded through all levels and areas of the curriculum.

POLITICAL SCIENCE/GOVERNMENT - BASIC

1. All students will be able to explain the differences between a right, a freedom, and a license or privilege and be able to identify the source of each. Each student will be able to list in chart form six freedoms, six rights, and six privileges (licensed.) For each freedom listed, the student will list a corresponding responsibility (which if not accepted or lived up to will either limit or deny the freedom.) In like manner, for each right listed, the student will list a corresponding duty, and for each privilege or license, a corresponding obligation.

2. All students will be able to describe the process and the importance of registering and voting. Each student will be able to identify the precinct in which the student lives and locate the voting place for that precinct.

3. All students, given the city, the county, the legislative district, the state, and the nation in which they live, will be able to:

   A. Describe the process through which the basic political organization(s) operates in that area or on that level (E.G. in Spokane...and at large city council.)
   B. Explain the process by which an individual may become a candidate for office (either elected or appointed) in each area or at each level, describe the process by which the current office holder(s) may be identified at each level, and name those office holders which most directly represent and/or influence the lives of the student and the student's family.
   C. List the qualifications and duties required for office as described in 3B above.
   D. List three services (if applicable) provided at each level (I.E. services which most directly, actually, or potentially, influence the lives of the student and family.)
   E. Identify the sources of finance for each area.

4. All students will be able to write a letter to an appropriate political representative expressing an opinion on a social, economic or political problem. (The problem may be current or historical, E.G. a letter to King George III protesting taxes.)

5. All students will be able to explain the political process(es) by which an individual or group might legally initiate, change, or remove a law, or remove a person from political office.

6. All students will be able to identify and explain the legislative, executive and judicial functions of government at the local, county, state and federal levels. Each student will be able to describe how these functions are interrelated and balanced at each level and between or among levels.

7. All students will be able to construct a schematic diagram or flow chart of two alternative ways a person might participate in our political system to achieve a specified political purpose.

8. All students will be able to trace the growth and development of the democratic process on a time line from Greece to the present.

9. All students will be able to define and give an example of compromise and consensus from their daily life experiences (and/or from a current public issue or historical issue) and to relate those compromise experiences to governmental action.

POLITICAL SCIENCE/GOVERNMENT - REQUIRED

10. The student will be able to explain why people (individual and society) form governments. The explanation will include the factors of natural law, the human being's political nature, the heritage of formal political institutions, and the necessity of compromise and/or consensus.

    A. Political institutions reflect the needs of the society (people), which creates them.
    B. Governments and/or institutions which do not satisfy the basic needs of people may be overthrown (frequently with violence), replaced or changed.
    C. A function of government is to enable people to live harmoniously in groups - I.E. to make compromise possible.
    D. Cities, states, (etc.), political institutions, have laws or rules particular to their level of needs - of government.

11. The student will be able to identify the current services of government and political institutions that fulfill and justify its existence.

12. The students will be able to give an example of the American governmental system as identified by: A. majority rule, B. compromise, C. popular sovereignty, D. equality of citizens, E. consent of the governed, F. natural law, G. natural rights of man, H. limited government, I. representative government, J. separation and balance of power, K. constitutional supremacy, L. civil liberty, and M. judicial review.

13. The student will be able to identify four forces that influence the political decision making process. (Party system and activity, voting-election-appointment-selection, public opion, special interest-lobbying, mass media, propaganda.)

14. The student will be able to evaluate leadership in terms of:
    A. Selection alternatives (inherit, nominate, volunteer, take by strength.)
    B. Qualities and qualifications
    C. Responsiblities and privileges
    D. Support (financial and human)
    E. Methods of influence and operation

15. The student will be able to identify and document one of the ways for international cooperation and competition. The student will be able to describe the effect of such on the competing or cooperating nations and upon other nondirectly involved nations.

16. (Current Events)
The student will be able to identify five governmental problems, explain cause and effect of each, show two currently proposed alternatives or more as solutions and explain the implications of each proposed solution shown. (Inter agency relationships - church and state, finance, urban growth, segregation, war and peace, spirit, and letter of the law, federal-state-local relations, international relations, dissent, etc.)

17. The student will be able to explain the history and development of not less than three alternative systems of government.

18. The student will be able to compare modern governments: Unitary (France), Confederate (United Nations), Federal (West Germany), Presidential (United States), Parliamentary (Great Britian), Dictatorial (Cuba), Democratic (Sweden, Switzerland), Totalitarian (China).

> I have learned silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet strange, I am ungrateful to these teachers.
>
> Kahlil Gibran
>
> Sand and Foam

DISTRICT GOALS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

All students will be able to explain the differences between a freedom, a right and a license or privilege and be able to identify the source of each . Each student will be able to list in chart form six freedoms, six rights, and six privileges (licensed.) For each freedom listed, the student will list a corresponding responsibility (which if not accepted or lived up to either limits or denies the freedom. In like manner, for each right listed, the student will list a corresponding duty, and for each privilege or license, a corresponding obligation.

PS/G 1
GRADE:

9th GRADE

Mastery of the competency as stated.
Mastery of the concepts of freedom and responsibility in relation to the community of Spokane and the State of Washington.
Review, reinforce and expand the concepts of freedom and responsibility to include national freedoms and responsibilities.
Introduce a global or world perspective about freedoms and responsibilities.

8th GRADE

Review, reinforce, and expand understanding of term and concepts of freedom and responsibility.
Expand application of concept from community to activities within the State.
Introduce application of concept to citizenship within the United States.

7th GRADE

Mastery: The concepts of privilege or license and obligation.
Review, reinforce, and expand definition and concepts of rights and duties. Rights and duties are consequent upon freedom and responsibility.

Review, reinforce, and expand the relationship between rights and duties. Introduce definition and concept of freedom and responsibility - show how related to rights and duties.

Freedom - Those activities of human beings which are inherent in the nature of being human and which are common thereby to all within the species. Although freedoms may be documented, they are received by virtue of being human.

Responsibility is the moderating force of freedom between freedom and slavery. The purpose of responsibility is to avoid excess, wastefulness, and abuse and thereby, insofar as possible, ensure the same freedoms for all human beings.

Freedom and responsibility are related to each other in direct proportion (I.E. - Ratio.) Both are inversely related to slavery. Freedom is earned and maintained by and through responsibility. Freedom and responsibility go hand-in-hand, they balance, one cannot exist without the other: freedom without responsibility is anarchy, responsibility without freedom is tyranny.

Freedoms (Sample List)	Corresponding Responsibilities (Sample List)
To Life (To live,-I.E. to be) (To identify)	To maintain life (self and others)
To Sustenance	To provide sustenance without infringement
To Safety and Health	To make safe, to care for infirmity.
To Place and Shelter	To "respect" property...avoid misuse
To Movement (To move)	To avoid interference with movement of others
To Association (To associate)	To chose associates wisely - respect mutuality
To Pursuit of Happiness	To allow others like pursuit
To Learn (To grow)	To use opportunity
To Think and Believe (Conscience)	To protect freedom for self and others
Etc.	Etc.

6th GRADE

Review, Reinforce, and expand concept of privilege (licence)/obligation. Introduce terms, definitions, and concepts of Rights and Duties. (Rights and duties flow from freedoms and responsibilities.)

Rights - Those actions and activities which flow from membership. Depending upon the association rights may be extended by birth, by recruitment or joining, or by common or mutual agreement. Rights apply only to members in the "society" - not to mankind.

Duties are the "Price" or "Dues" of membership. The purpose of such "Dues" is to insure the continuance of the entity or association to which the member belongs. Duties are the moderating force of rights. Failure to accept or perform the duties denies or limits rights.

Rights (Sample List)	Corresponding Duties (Sample List)
To Citizenship	To protect the civic entity in time of peril
To Worship	To worship in a prescribed manner - support "Church."
To Education (To learn)	To maintain a learning attitude and atmosphere
To Work	To follow rules of safety and job description
To Equal Protection and Application of Law	To serve as juror
To Residence	To reside in a manner appropriate to the environment.
To Membership and Continued Membership	To learn and to speak "the language."
Etc.	Etc.

Relationship - in general rights tend to limit freedoms and duties tend to extend responsibilities...I.E. an individual gives up a freedom to gain the rights and security of membership. An individual increase self response to gain the benefit of mutual or concert action and activity.

5th GRADE

Introduce the term and expand the concept of privilege or license and obligation. Expand from school center concept to community activities and to job, career and/or vocational opportunity awareness.

Privilege or license - those actions and activities which are permitted, sanctioned or approved by special dispensation and by virtue of a specific act from those in authority within a given community. In this context privilege/license must be earned by some sort of prerequisite activity and they are affirmed by documented evidence (Generally) for example: diploma, certificate and/or license.

Obligations are the special duties or responsibilities society places on those to whom it grants a license or privilege by reason of the special talent or training the licensee posses. They are the moderating force of the license and they tend to serve as protection against profiteers and fakes. Privileges and licences without obligation are gifts or grants.

Privilege or License: (Sample List)	Obligation: (Sample List)
To Drive (Pass test)	To drive safely or carefully
To Practice Medicine (Medical School)	To save lives and ease or cure pain
To Teach (4 years college - diploma)	To facilitate learning - provide opportunity
To Marry (Sufficient maturity)	To love, honor, and cherish
To Build A House (Plan or blueprint)	To build safely and in harmony with environs
To be a Plumber (Apprenticeship)	To plumb according to code
To Hunt and/or Fish (Practice)	To avoid exceeding limits (Safety)
Etc.	Etc.

4th GRADE

Mastery: All students will be able to state that with each privilege or license there is an obligation and to cite two examples.

3rd GRADE

2nd GRADE

Review, reinforce, and expand - concept of privilege/license and obligation

---

1st GRADE

Review and reinforce - concept of privilege/license and obligation

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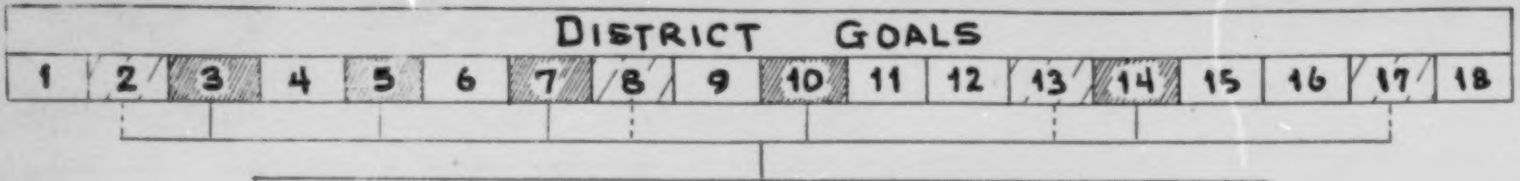
KINDERGARTEN

Introduce - concept of privlege/license and obligation, as applies to home and school.

HOME **PRESCHOOL**

PS/G - 1



All students will be able to describe the process and the importance of registering and voting. Each student will be able to identify the precinct in which the student lives and to locate the voting place for that precinct.

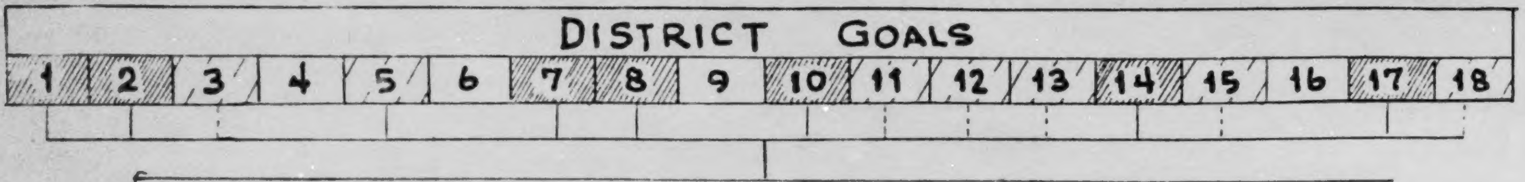
PS/G 2
GRADE:

9th GRADE	Mastery of the competency as stated. Mastery of the terms involved in the voting vocabulary and method as practiced in the United States.
8th GRADE	Mastery of the concept and importance of participating in the voting process. Introduce: Registration process, absentee ballot, convention, primary, and final election, and the electoral college.
7th GRADE	Review and reinforce the concept and importance of participation in the voting process. Compare the selection process in the United States to the selection process in other parts of the world.
6th GRADE	Review and reinforce the importance of participating in the voting process. Introduce vote count and vote challenge process - field trip county court house. Introduce voter's pamphlet (candidate section.)

5th GRADE	Review and reinforce the importance of participating in the voting process Introduce the use of printed ballot...discuss write in.
4th GRADE	Introduce and discuss the importance of participating in the voting process. Introduce the use of voting machines.
3rd GRADE	Review and reinforce all K-2 coverage. Introduce mock election...including registration and ballot.
2nd GRADE	Reinforce 1st grade coverage. Introduce choice in voting - reason for choice and importance (see PS/G 3c.) Introduce mechanics of voting - secret ballot - alternatives and advantages. Fill out a simplified teacher made registration form.
1st GRADE	Review and reinforce the concept that voting is one way to make a decision which will please the most people. Introduce the mechanics of the voting process (oral or visual ballot.) Visit a voting booth in the school or in nearby precinct polling place.
KINDERGARTEN	Introduce the concept that voting is one way to make a decision which will please most people. Introduce mechanics of voting at the K-level.

HOME

PRESCHOOL

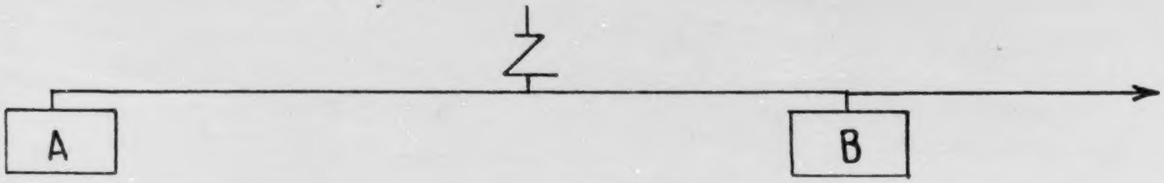


PS/G - 3
GRADE

All students, given the city, the county, the legislative district, the state and the nation in which they live, will be able to:

- A. Describe the process through which the basic political organization(s) operates in that area or on that level (E.G. Spokane...an at large city council.)
- B. Explain the process by which an individual may become a candidate for office (either elected or appointed) in each area or at each level, describe the process by which the current office holder(s) may be identified at each level, and name those office holders which most directly represent and/or influence the lives of the student and the student's family.
- C. List the qualifications and duties required for office as described in 3B above
- D. List three services (if applicable) provided at each level (i.e. services which most directly, actually or potentially, influence the lives of the student and family.)
- E. Identify the sources of finance for each area.

All components reviewed, reinforced, and expanded as needed integrate and coordinate for mastery.



Mastery: Student will be able to draw a schematic diagram of the chain of authority in the structure of government.
Review and reinforce identification and function of special interest groups.

Mastery - Student will be able to name city, state and national representatives.
Describe the nomination and selection process for such representatives.
Describe how to file for local or state election.
Name and describe local and state elective offices.

9th GRADE

Review, Reinforce and Expand K-7 Competencies

Review, Reinforce and Expand K-7 Competencies

8th GRADE

Introduce the structure of Government as required for mastery at Grade 9 above.
Introduce purpose and function of special interest groups.

Introduce or reintroduce, review, and expand the competencies listed for 9th Grade mastery above.

7th GRADE

MASTERY: 3 funtions of Government (legislative, executive, judicial.)
Review and reinforce: structure of government
Introduce: Special interest groups (parties and lobbies.)

Review and reinforce: city and state "representatives
Review and reinforce: national nomination/selection process
Introduce: local process of filing for office.
Introduce: specific offices (elective and/or appointive) for which one may file.

6th GRADE

Review and Reinforce: 3 functions of city, state and national government (legislative, etc.)
Introduce: 3 structures of U.S. Government (I.E. congress, presidencies, and supreme court.)

Introduce: Where to go to file for office at city level. Process and purpose of primary elections. How to file for state and national office.

5th GRADE

Introduce: basic functions of government at city, state, and national level - legislative, executive, and judicial - define and concept.

Not applicable at this level of maturity.

4th GRADE

Not applicable below 4th grade level of maturity

	C	D	E
9th GRADE	Mastery: qualifications for office (PS/G-3C) Mastery: duties of office	Skill is functional or useable without instruction at the 9th grade level.	Coordinate with Econ 1. Types of tax covered: federal, state, county district, city - licenses bonds, levies, user tax allocations federal to states, county, city, region. State to county and city or district. Fees, services charge, business and occupation, sale of commodities.
8th GRADE	Review, reinforce and expand: qualifications for office and duties of elective offices at national level.	Mastery: students will be able to identify and list services provided by government at the national level. Reinforce 7th grade mastery as a comparative factor.	
7th GRADE	Review, reinforce and expand K-6 skills Discuss and introduce duties of elected officials at city, county and state levels	Mastery: students will be able to identify and list services provided by government through the state level	
6th GRADE	Introduce: Qualifications for local and state offices. - Distinguish between elective and appointive office - Distinguish between written and unwritten qualifications	Not applicable below 7th grade level of maturity except as applied in competency econ 1.	
5th GRADE	Introduce: Qualifications for federal office. - Distinguish between elective and appointive office - Distinguish between written and unwritten qulaifications.		

Introduce: Qualifications for office - classroom and school
- Concept - Holding office is a contract with those who elect or appoint and entails certain specified duties and responsibilities.

4th GRADE

Review and reinforce 1st grade introductions

3rd GRADE

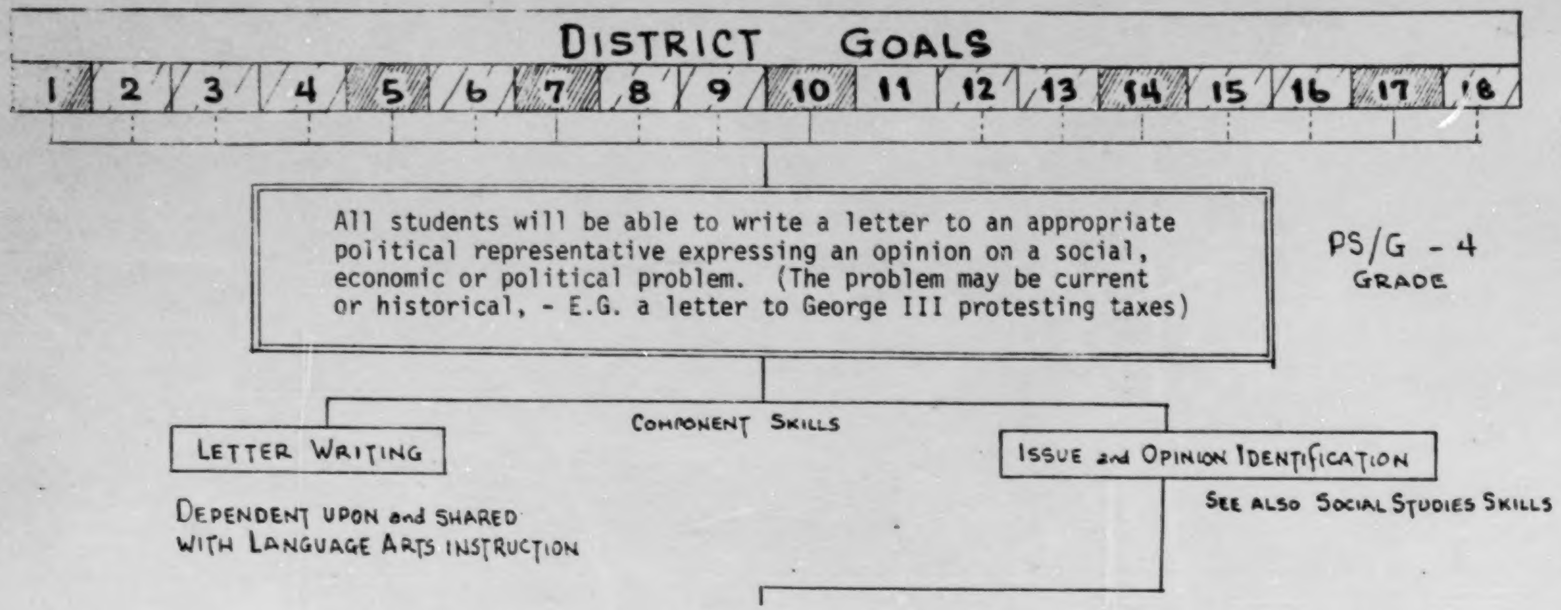
Review and reinforce 1st grade introductions

2nd GRADE

Optional: Qualifications within a classroom and/or historical framework - concept - office holding is one special kind of job

1st GRADE

KINDERGARTEN PRE SCHOOL HOME


DISTRICT GOALS
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All students will be able to write a letter to an appropriate political representative expressing an opinion on a social, economic or political problem. (The problem may be current or historical, - E.G. a letter to George III protesting taxes)

PS/G - 4
GRADE

COMPONENT SKILLS
LETTER WRITING
ISSUE and OPINION IDENTIFICATION

DEPENDENT UPON and SHARED WITH LANGUAGE ARTS INSTRUCTION

SEE ALSO SOCIAL STUDIES SKILLS

9th GRADE Skill is functional or useable without instruction at the 9th grade level.

8th GRADE Mastery as stated - subject of letter appropriate to 8th grade instructional content.

7th GRADE Review, reinforce and expand K-6 competencies - subject of letter appropriate to 7th grade instructional content.

6th GRADE	Introduce and expand: Each student will be able to choose an issue and to express self feelings or opinions about that issue in a letter to a newspaper and/or magazine. (Letters of appreciation are appropriate letters need not be published or even actually sent.)
5th GRADE	Introduce and expand: Each student will be able to write a letter expressing concern and/or praise to a historical figure or current legislator.
4th GRADE	Introduce and expand: Each student will be able to write a letter of request or thanks to individuals who have been involved or who might be involved in their class (E.G. Principal, Guest Speaker, etc.)
3rd GRADE	Review, reinforce and expand K-2 group letter and role playing introductions
2nd GRADE	Review, reinforce and expand: Group letter - Opinion
1st GRADE	Review and reinforce role playing as in K below. Introduce: (Optional) Group letter - opinion
KINDERGARTEN	Introduce: Expressing an oral opinion in a role-playing situation

HOME PRE SCHOOL

DISTRICT GOALS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

All students will be able to explain the political process(es) by which an individual or group might legally initiate, change or remove a law, or remove a person from political office.

PS/G - 5
GRADE:

9th GRADE Skill is functional or useable without instruction at the 9th grade level

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8th GRADE Mastery - All components reviewed, reinforced and expanded as needed. Coordinate and integrate components for mastery as stated above.

7th GRADE Reintroduce, review and expand K-6 components and integrate. Insure knowledge and understanding of vocabulary or terms.

All students will be able to explain the process(es) by which laws are made by means of a schematic diagram. Each student will be able to define and exemplify the probable events and roles.

COMPONENT SKILLS

PROCESS

PURPOSE

Mastery: All students will be able to draw a schematic diagram showing how societies make laws or rules and to give an example of each component.

Review and Reinforce: Federal and National application (I.E. U.S. Government - Constitution.)

Introduce: Application to Washington State and the city of Spokane.

Introduce: Community consensus/support in the form of regime, values, norms and structures

Review and Reinforce: Distinguish the legislative lawmaking process from executive order and judicial review - give an example of each.

Optional Introduction: Terms and concepts of initiative, referendum and recall, special interest groups, lobbies, citizen action group.

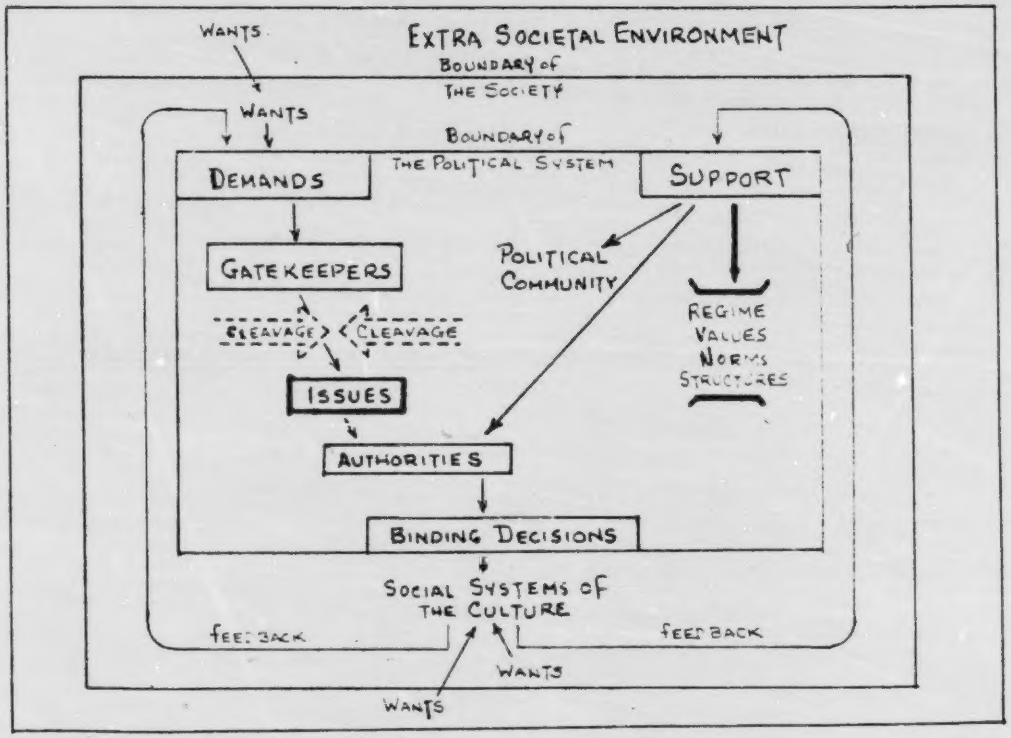
Introduce

Review, reinforce and/or expand

Optional

Cleavage may be identified as political party and lobby kinds of activity.

Process making wants, feedback, demands and support know is covered in competency PS/G-7


WANTS
EXTRA SOCIETAL ENVIRONMENT
BOUNDARY OF THE SOCIETY
WANTS
BOUNDARY OF THE POLITICAL SYSTEM
DEMANDS
SUPPORT
GATEKEEPERS
POLITICAL COMMUNITY
REGIME
VALUES
NORMS
STRUCTURES
CLEAVAGE
CLEAVAGE
ISSUES
AUTHORITIES
BINDING DECISIONS
SOCIAL SYSTEMS OF THE CULTURE
FEEDBACK
FEEDBACK
WANTS
WANTS

6th GRADE

Review, reinforce and expand: The concepts and the schematic diagram showing how societies make and/or rules...Give an example of each component.

Introduce: Application to American Constitutional (Federal Government...Compare to process as a colonial government and as under articles of confederation. (Optional...current practice.)

Introduce and identify term and concept of gate keepers...Apply to legislative, executive and judicial roles.

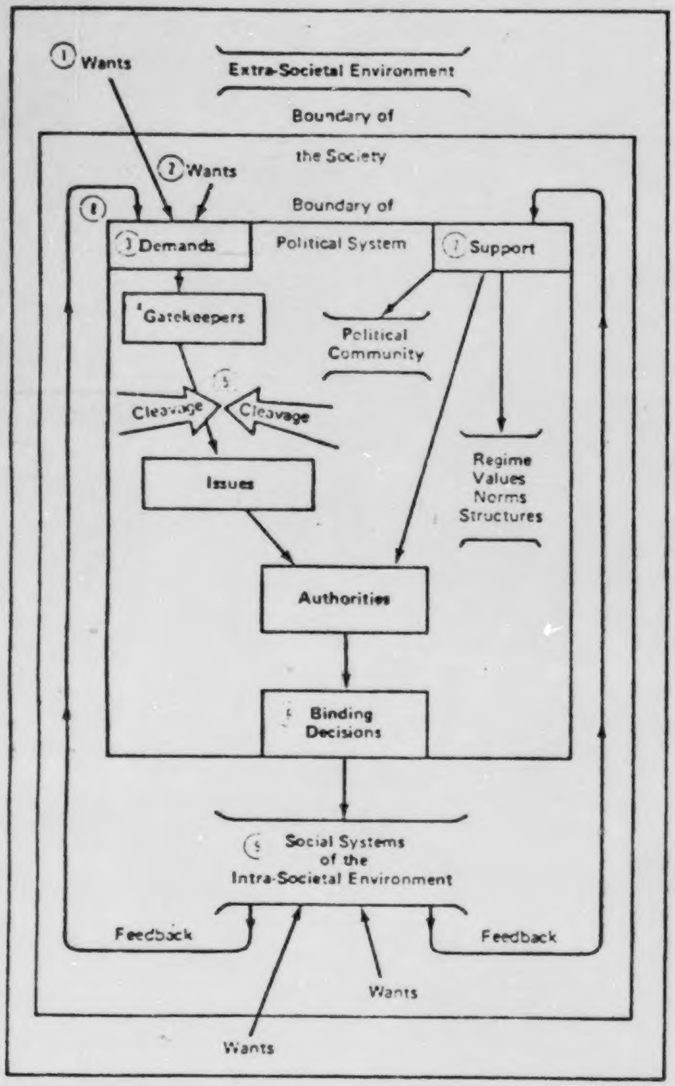
Review and reinforce: The need for law and rules

Introduce: Distinguish the law making process as legislative from executive order and judicial review. Discuss need and purpose of each process.

Introduce: Purpose and function of gate keepers

(Optional: Discussion of issues - Ad Hoc or as applies to classroom issues.)

FUNDAMENTAL IDEAS OF POLITICAL SCIENCE


① Wants
Extra-Societal Environment
Boundary of the Society
② Wants
Boundary of Political System
Demands
Support
Gatekeepers
Political Community
Cleavage
Cleavage
Issues
Regime
Values
Norms
Structures
Authorities
Binding Decisions
Social Systems of the Intra-Societal Environment
Feedback
Feedback
Wants
Wants

The theoretical structure of Political Science has been developed with Professor David Easton of the University of Chicago.

1. Members of society have many wants, which they hope to satisfy.

2. Some of these wants will be satisfied through the economic, family, educational, and religious systems. Wants that cannot be satisfied by any of these systems are channeled to the political system.

3. As the people's wants enter the political system for satisfaction, they become demands. These demands are screened.

4. The screening process operates through formal or informal organizations. These organizations act as gate keepers. Some of the demands vanish. Others become issues debated in the political community, a group who share a desire to work together as a unit in the political solution of problems.

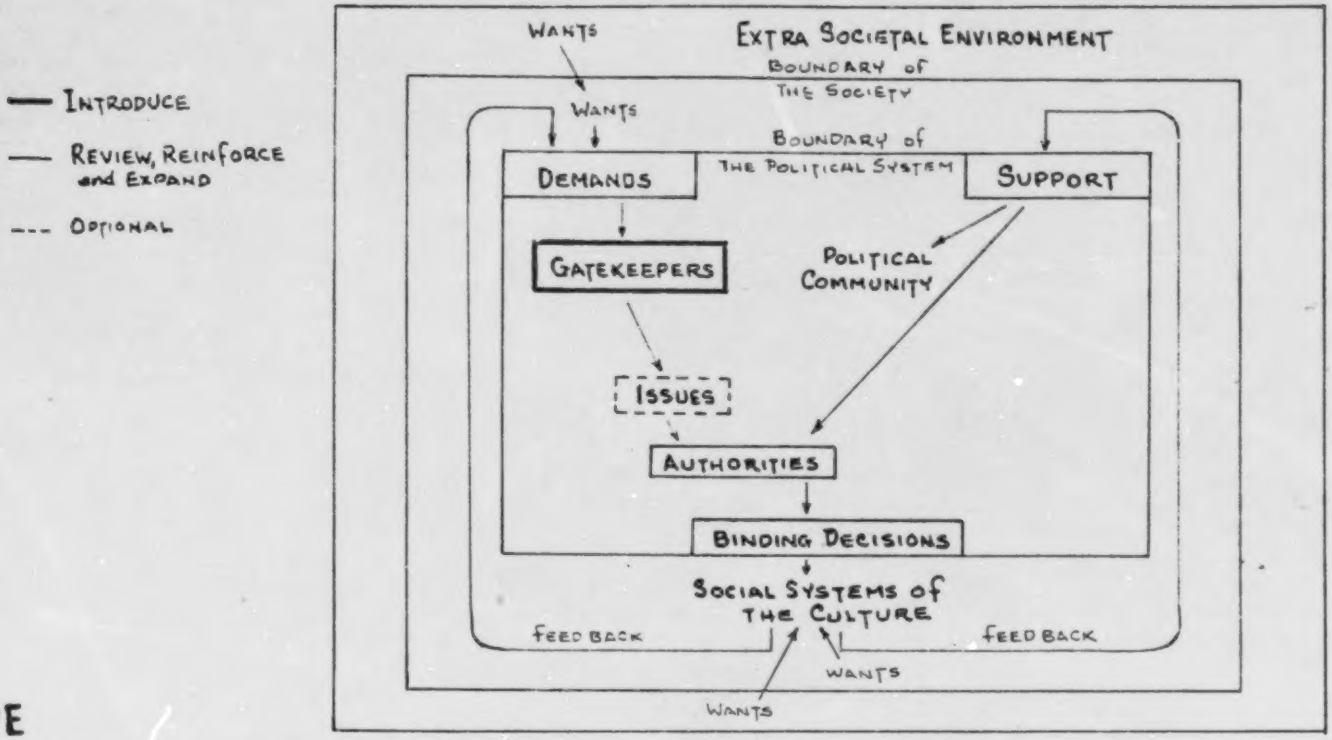
5. The issues are molded by cleavages in the political community and by the authorities who translate these demands into binding decisions.

6. The binding decisions affect the social systems and the participants in them, generating positive or negative support.

7. The support may be directed toward the political community; toward the regime, a political system that incorporates a particular set of values and norms and a particular structure of authority; and/or toward the authorities, the particular persons who occupy positions of political power within the structure of authority.

8. The binding decisions generate new wants, which appear again at the gate of the political system asking for recognition.

9. The source of the support for the political community, regime, and authorities may originate from the social systems in the forms of education, patriotism, and other mechanisms.

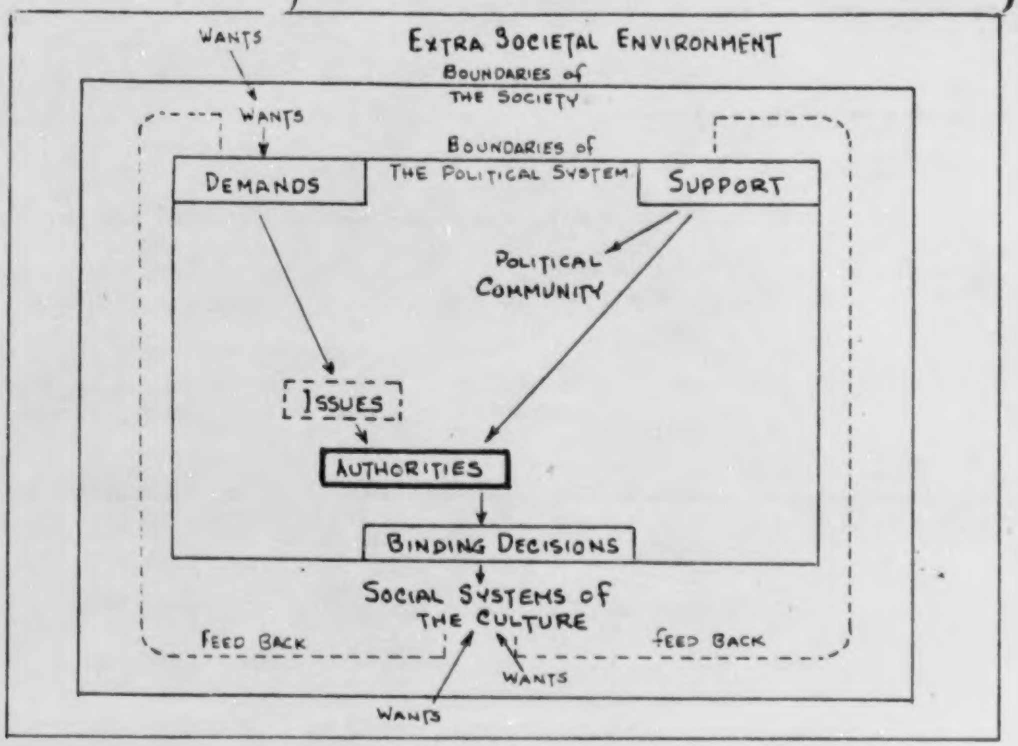

— Introduce
— Review, Reinforce and Expand
--- Optional
Wants
Extra Societal Environment
Boundary of The Society
Wants
Boundary of The Political System
Demands
Support
Gatekeepers
Political Community
Issues
Authorities
Binding Decisions
Social Systems of The Culture
Feed Back
Feed Back
Wants
Wants

5th GRADE

Introduce: Schematic diagram, its component and concepts, showing how society makes its laws and rules, apply to classroom and school.
Introduce: Concept of authority - who are authorities? What makes them authorties?
Introduce: "Wants" and "Demands" as applied to the political system.

Review and Reinforce: The need for rules and laws. Apply to classroom and school.
Introduce the need for authority and authorities.
Introduce: Purpose of political system.
Optional: Discussion of issues.

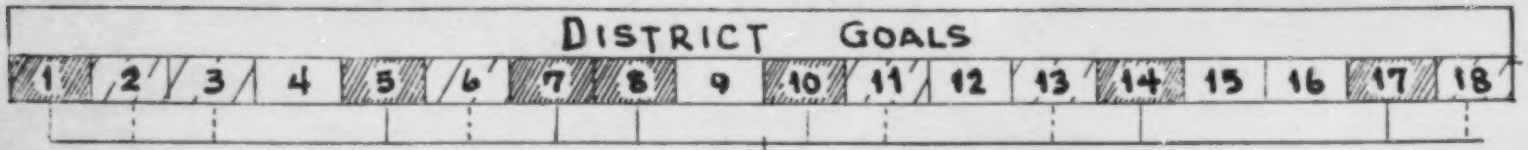
PS/G 5


WANTS
EXTRA SOCIETAL ENVIRONMENT
BOUNDARIES of THE SOCIETY
WANTS
BOUNDARIES of THE POLITICAL SYSTEM
DEMANDS
SUPPORT
POLITICAL COMMUNITY
ISSUES
AUTHORITIES
BINDING DECISIONS
SOCIAL SYSTEMS of THE CULTURE
FEED BACK
FEED BACK
WANTS
WANTS

--- OPTIONAL

4th GRADE

Political system and process does not apply below the 4th grade level of maturity and readiness. However all levels should introduce and/or expand the concept of need and purpose of law or rules based on the rights of others as applied to home, classroom and school, neighborhood and community.



All students will be able to identify and explain the legislative, executive and judicial functions of government at the local, state, and federal levels. Each student will be able to describe how these functions are interrelated and balanced at each level and between or among levels.

PS/G - 6
GRADE:

Mastery of this competency should not be anticipated below the 11th grade level of maturity and interest. The knowledge and understandings involved, however are considered basic to effective citizenship and should be at least introduced and reviewed at the junior high school level.

Review, reinforce and expand concepts and skills introduced at the 8th grade level.

Introduce interrelationships and balances between state and local governments and the federal government.

9th GRADE

Mastery: Terms and function of government at the federal level
Introduce terms and define functions of each branch of government at each level of government (Coordinate with PS/G-3 and PS/G-5)

Introduce the interrelationships (separation and balance) of power among the three branches of federal government

Introduce interrelationships and balances between state and federal governments

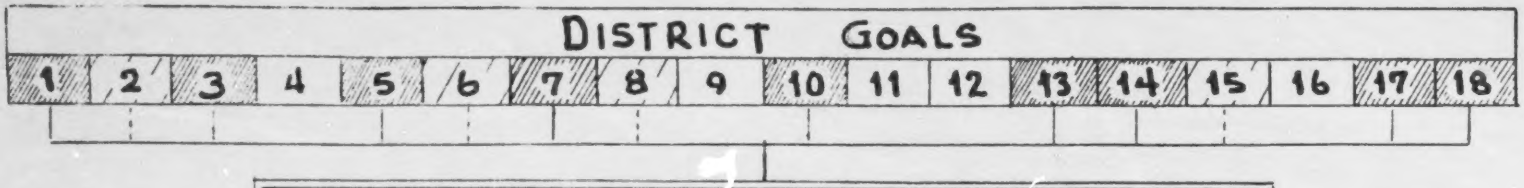
8th GRADE

This goal does not apply below the 8th grade level of maturity and readiness except for the components and concepts described in PS/G-3, PS/G-5, and PS/G-9.

I have no ememies....., But if I am to have an enemy, let his strength be equal to mine, that truth alone may be the victor.

Kahlil Gibran

Sand and Foam



All students will be able to construct a schematic diagram or flow chart of two alternative ways a person might participate in our political system to achieve a specified political purpose.

PS/G - 7
GRADE

9th GRADE Skill is functional or useable without instruction at the 9th grade level.

8th GRADE All components reviewed, reinforced and expanded as needed. Integrate and coordinate for mastery as stated.

7th GRADE Reintroduce, review and expand all K-6 skills and concepts

---

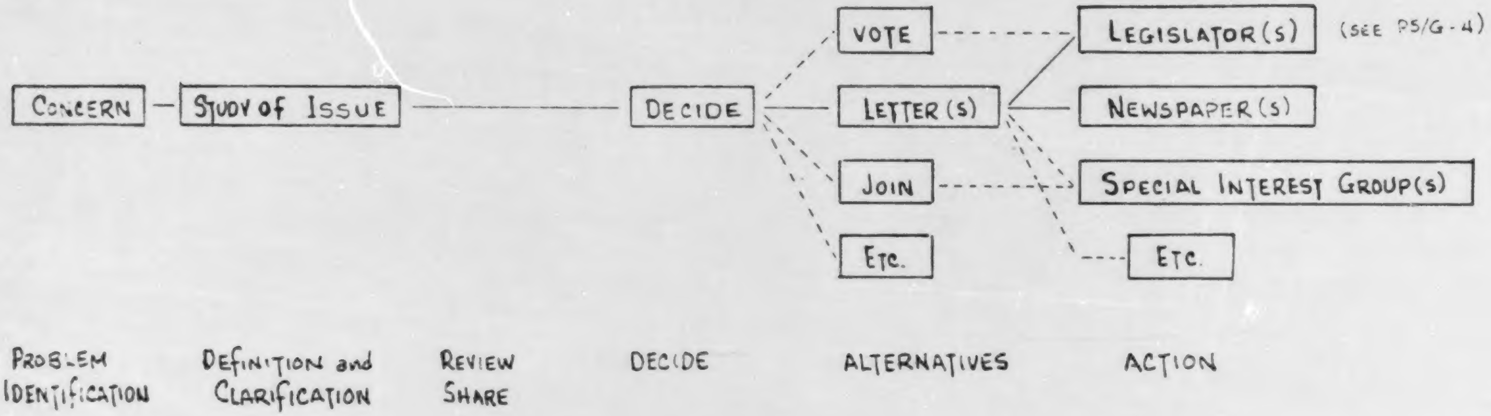
Individual participation in the political system or process is similar to participation in a (class) project.

Introduce: Schematic diagram, its components and concepts.

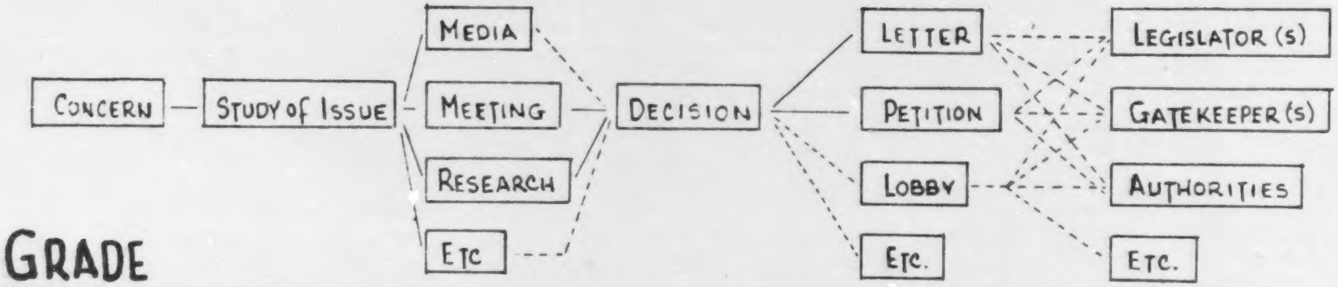
Introduce: Concept and process of petition. Letter to appropriate representative.

Participation as an individual and as a group may be parallel and simultaneous.

SCHEMATIC FOR INDIVIDUAL PARTICIPATION


CONCERN
STUDY OF ISSUE
DECIDE
VOTE
LETTER (S)
JOIN
ETC.
LEGISLATOR (S)
(SEE PS/G-4)
NEWSPAPER (S)
SPECIAL INTEREST GROUP(S)
ETC.
PROBLEM IDENTIFICATION
DEFINITION and CLARIFICATION
REVIEW SHARE
DECIDE
ALTERNATIVES
ACTION

SCHEMATIC FOR GROUP PARTICIPATION


CONCERN
STUDY OF ISSUE
MEDIA
MEETING
RESEARCH
ETC
DECISION
LETTER
PETITION
LOBBY
ETC.
LEGISLATOR (S)
GATEKEEPER (S)
AUTHORITIES
ETC.

6th GRADE

Introduce: Involvement and volunteer participation
(Budget, time and talent See Econ 2)

5th GRADE

4th GRADE

Introduce or reinforce: Informed voting
See PS/G-2

This competency does not apply below the 4th grade level except as stated in related competencies and as may to ad hoc incidences within individual classroom and group projects.

DISTRICT GOALS																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

All students will be able to trace the growth and development of the democratic process on a time line from Greece to the present.

PS/G - 8
GRADE

9th GRADE

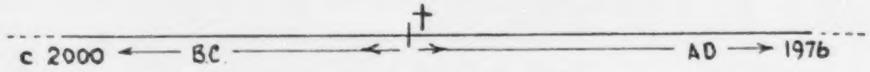
Skill is functional or useable without further instruction at the 9th grade level

8th GRADE

Mastery of time line concept and of skill as stated above. Review and reinforce time line concept using events including those from American and United States History.

7th GRADE

Introduce time line construction - using the Birth of Christ as a center point - Discuss alternatives and reason for alternatives



Introduce the significant events and their dates which have led to the development of democracy as we know it - Athenian, Democracy, the Roman Republic, Magna Carta, American Revolution, the Iraquois Confederation, Bill of Rights and Constitution, the French Revolution, League of Nations, etc.

This competency is not applicable below the 7th grade level and maturity except as may be applied in U.S. History.

DISTRICT GOALS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

All students will be able to define and give an example of compromise and consensus from their daily life experiences, a current public issue and/or a historical issue and to show how those experiences are related or common in governmental action.

PS/G 9
GRADE: 8

9th GRADE	All components and concepts reviewed, reinforced and expanded as needed. Integrate for mastery as stated.
8th GRADE	Review, reinforce the concept of compromise in a historical context (U.S. History). - Constitutional convention etc.
7th GRADE	Reintroduce and review K-6 skills. Context of understanding and competency: Public issues (local through international and current as interest and concern indicate) and daily life experiences as appropriate.
6th GRADE	Mastery: Definition of terms and concept - "Compromise" and "Consensus" Review and reinforce application - Expand to international scope.
5th GRADE	Review and expand terms and concept: "Compromise and Consensus." (U.S. History - site of Washington D.C., Missouri Compromise.)

4th GRADE	Review, reinforce and expand term and concept of "compromise to community. Introduce term and concept "consensus."
3rd GRADE	Review, reinforce and expand term and concept of "compromise". Introduce: Current events, apply as situation warrants.
2nd GRADE	Review and reinforce term "compromise" through dramatic play and simulation
1st GRADE	Reinforce the term "compromise" and relate to example. Compromise role playing. Ad Hoc according to situation or circumstance.
KINDERGARTEN	Define "compromise" as one way to cooperate. Give at least one example from home and/or school/classroom.

HOME

PRE SCHOOL

SOCIOLOGY / ANTHROPOLOGY

BASIC

1. BASIC HUMAN GROUPS
2. CULTURAL UNIVERSALS
3 POPULATION EFFECTS
4. THE HUMAN ENVIRONMENT
5. GROUP PREFERENCES
6. CHARACTERISTICS of "SOCIETY"
7. URBAN PROBLEMS

REQUIRED

REINTRODUCE and REINFORCE BASIC SKILLS AT A MORE MATURE LEVEL.

ELECTIVE

8. DEFINITION
9. SOCIOLOGICAL METHODS
10. TERMINOLOGY
11. CULTURE COMPARISON
12. SELF ACTUALIZATION
13. INSTITUTIONS
14. PROBLEM SCOPE
15. COMMUNITY RESOURCES
16. CLASS STRUCTURE
17. STATUS IDENTIFICATION
18. MOBILITY
19. ALTERNATIVE STATUS CRITERIA
20. SOCIALIZATION

SOCIOLOGY/ANTHROPOLOGY

The name of this study and of this area of study is the Social Studies. The key or core is sociology or the study of society. This is the subdiscipline that attempts to understand human beings as they interact with one another and the pattern(s) of interaction. It attempts to understand primarily the social relationships, the groups that people or societies form and the influence of those groups on the individual, on the group and on other groups, and finally on the society or culture at large.

It can be anticipated that aspects and components of the skills indentified can and will be learned in other subject matter areas. Patterns of communication can be taught in language arts. Human interaction with the environment and the distribution and use of the wealth of that environment is part of the content of science, mathematics and economics (including geography). However, it is the area of Social Studies and of sociology in particular which pulls the diverse elements together in attempting to understand the right and wrong, the value system, of a given society or segment of that society. It is sociology, the good of society which humanizes an otherwise purely scientific rationalistic approach to these studies. The "can do" spirit with which these competencies are written needs to be evened out with the "should do? - when?" spirit. It is sociology which provides an opportunity to learn the alternatives if alternatives exist. This is true as the school program now exists. If this proposal of competencies were adopted, sociology would be supplemented and reinforced by judgment criteria and history.

BASIC

1. Students will be able to identify some groups that human beings form (E.G. family, peer, community, national, and international groups), and to describe some of the function(s) of the groups identified. Students will be able to give reasons why and how these groups form, and indicate how and why these functions may vary or change within or among societies (cultures) and/or over a period of time.

2. Students will be able to identify "cultural universals" such as shelter, food, communications, socialization, family organization, and religion, and to explain that the identified "cultural universals" take different forms in various cultures, and that these forms may change over a period of time.

3. Students will be able to describe and evaluate some of the effects of population growth and density on the way people live.

4. Students will be able to describe and evaluate ways in which human beings have interacted with, adapted, and/or adapted to their physical environment and/or their human environment.

5. Students will be able to identify preferences which lead to group identification.

6. Students will be able to define and describe the basic characteristics of a community, society, or culture. (Institutions, organizations - economic, civic, religious, educational - groups, and social aggregates - ethnic groups classes, etc.)

7. Students will be able to identify and explain three problems with which people in heavily urbanized areas must cope (environmental, economic, political, and/or social problems.

REQUIRED

Competencies 1 through 6 will be reintroduced at levels of sophistication appropriate to senior high school students.

ELECTIVE

8. Students will be able to define sociology and to show (explain verbally or illustrate) the relationship between sociology and the other behavioral sciences (I.E. the interrelationship(s) among the social science disciplines.)

9. Students will be able to identify, list, and give an example of the use of sociological methodology - I.E. gathering data, evaluating data, etc.

10. Students will be able to define the term "culture" and to exemplify that definition by explaining two contrasting examples selected by the student.

11. Students will be able to identify the means to achieve self actualization (I.E. the attitudes, the skills, the "connections," etc. needed for such achievement.) Students will be able to apply this competency to a specific area to be selected by the student.

12. Students will be able to identify and list not less than five major institutions in American society and to show or explain their relationship or interrelationship within this American society.

13. Students will be able to define a social problem in terms of recognition, magnitude, and possible solution(s). - Social problem to be selected by the student.

14. Students will be able to identify and list community resources for participation in community related projects (E.G. field trips, community experts and speakers, film, literature, funding, etc.)

15. Students will be able to identify and explain the basis for the class structure found in two currently existing societies. The societies may be selected by the student with teacher approval.

16. Students will be able to define terms: status, status symbol, and status mobility. Using the definition of status, students will be able to describe the characteristics of three distinct status levels found in American "society".

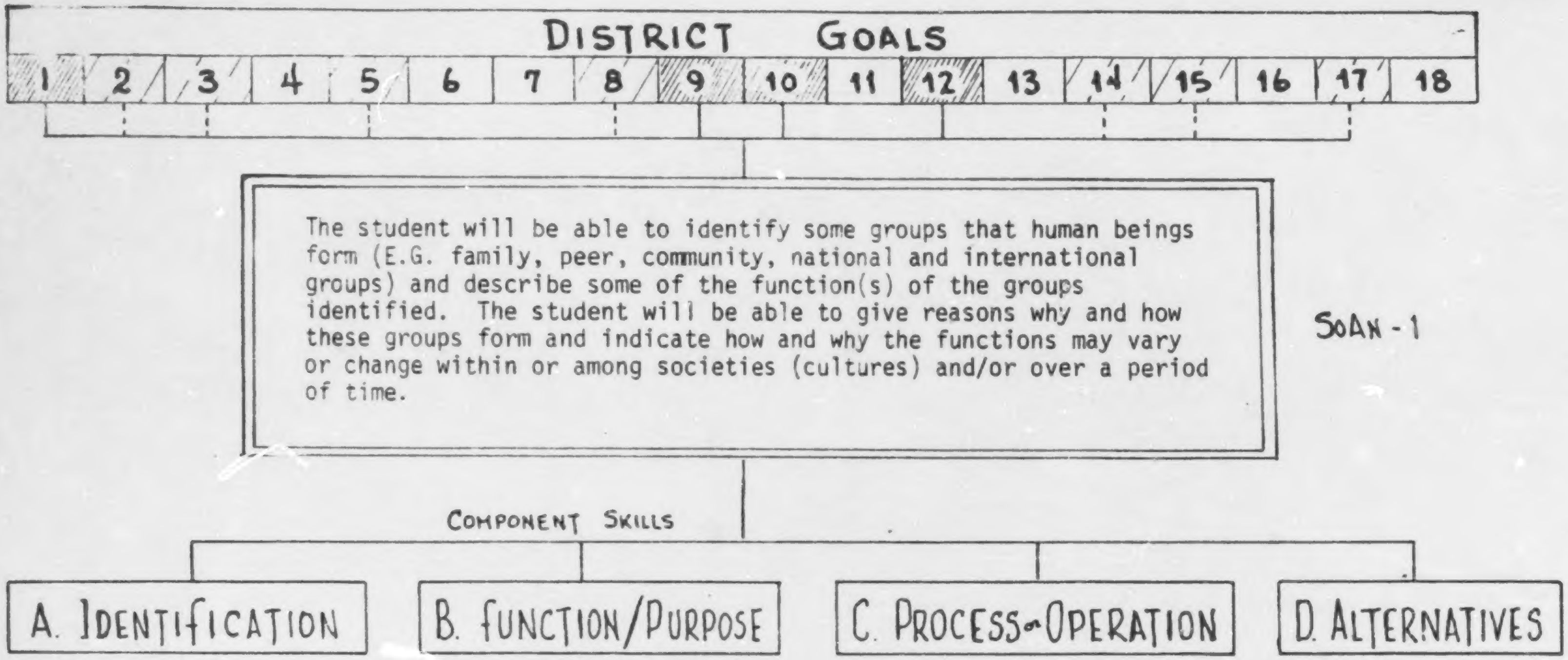
17. Students will be able to identify and access the relative importance of at least three factors which lead to mobility on the social scale in the United States. (E.G. money or wealth, power, locality of residence, education, minority membership, dedication to task, etc.)

18. Student will be able to identify and describe, from at least two societies other than the United States, alternative ways in which status might be measured and acquired.

19. Students will be able to identify and explain the process of "socialization" in the United States and to contrast that process with at least one other culture.

> Observe constantly that all things take place by change and accustom yourself to consider that the nature of the universe loves nothing so much as to change the things which are and to make new things like them. For everything that exists is in a manner the seed of that which will be.

Marcus Aureluis
A.D. 121-180
Meditations 4:36


DISTRICT GOALS
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The student will be able to identify some groups that human beings form (E.G. family, peer, community, national and international groups) and describe some of the function(s) of the groups identified. The student will be able to give reasons why and how these groups form and indicate how and why the functions may vary or change within or among societies (cultures) and/or over a period of time.

SOAN-1

COMPONENT SKILLS
A. IDENTIFICATION
B. FUNCTION/PURPOSE
C. PROCESS-OPERATION
D. ALTERNATIVES

MASTERY
All component reviewed, reinforced and expanded coordinate and integrated for master as stated.

A. IDENTIFICATION	B. FUNCTION/PURPOSE	C. PROCESS-OPERATION	D. ALTERNATIVES
This component is functional (useable) at the 9th grade.	Review, reinforce and expand K-8 skills.	Review, reinforce and expand K-8 skills.	Review and expand 7th and 8th grade. Anticipate full mastery in High School.
9th GRADE			
Mastery: Student will be able to identify groups (five) that human beings form.	Master 7th grade skills review, reinforce and expand government function. Also expand power and survival as purpose and function.	Master 7th grade skills. Introduce - revolution, evolution, dispersment, and reorganization as means of change.	Review and reinforce 7th grade skills and understanding.
8th GRADE			

7th GRADE	Review, Reinforce and expand K-6 skills	Review, reinforce and expand 6th grade: religious, moral, cultural purpose. Introduce government functions and power.	Review, reinforce and expand 6th grade skills and understanding.	Introduce, define alternative life style that some groups may form, E.G. - Indian family structure child-grandparent relationships.
6th GRADE	Review and Reinforce K-5 skills. Introduce cultural and intercultural groups	Review, reinforce and expand K-5. Introduce religious or moral purpose. Cultural system or trait.	Introduce: Adaptation, control and change (time and evolution.)	Not applicable below 7th grade level of maturity and readiness.
5th GRADE	Review, reinforce and expand K-4. Introduce local, state and national groups.	Review, reinforce and expand K-4. Introduce purposes of safety, security, order and the general welfare.	Not applicable below the 6th grade level of maturity and readiness.	
4th GRADE	Reintroduce: family, peer and neighborhood groups. Introduce school community.	Introduce purposes of food, clothing, shelter, love, growth, recognition and acceptance, socialization and education, and security.		

These components will not be addressed as separate entities below the 4th grade level. Concepts of family, and community and have been identified in other objectives.

K-3

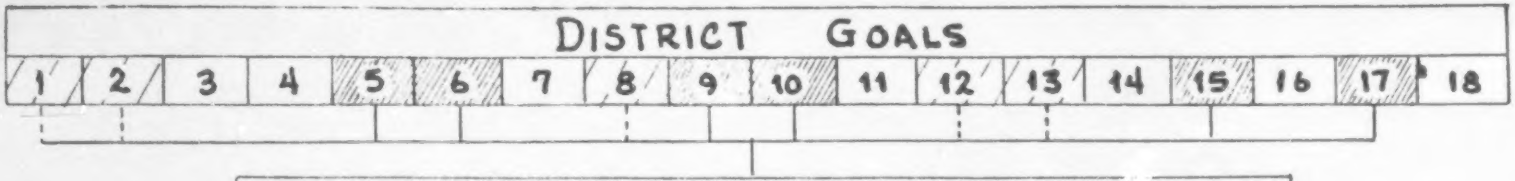
PRE SCHOOL

HOME

Many a doctrine is like a window pane. We see truth through it, but it divides us from truth.

Kahlil Gibran

Sand and Foam



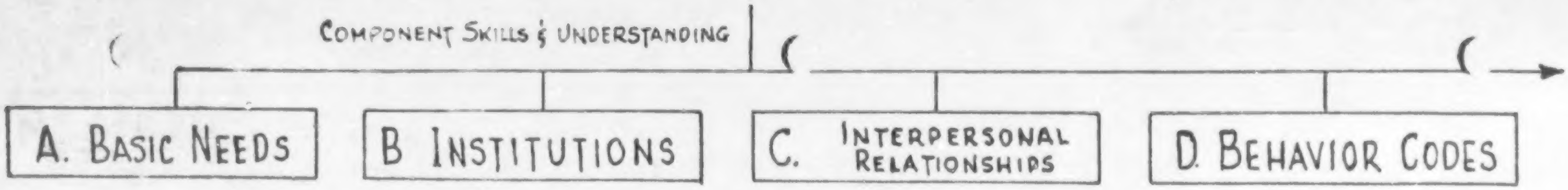
The student will be able to identify some "cultural universals" such as shelter, food, communications, socialization, family organization, and religion, and to explain that the identified "cultural universals" take different forms in different cultures, and that these forms may change over a period of time.

SoAn 2

9th GRADE Mastery: Skill as stated above.

8th GRADE Review, reinforce and expand 7th grade skills and understanding

7th GRADE Coordinate and integrate all components to achieve mastery
Introduce definition of "institution" and "tradition".


COMPONENT SKILLS & UNDERSTANDING
A. BASIC NEEDS
B INSTITUTIONS
C. INTERPERSONAL RELATIONSHIPS
D. BEHAVIOR CODES

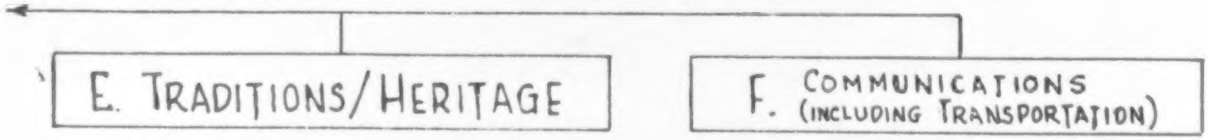
These components will not be addressed as separate entities below the 7th grade level. The skill and understandings have been identified and sequenced as components of other competencies as indicated.

Coordinate with:
Self concept,
economics and
judgment criteria.

Coordinate with:
economics, political science.
judgment criteria and
sociology 1.

Coordinate with:
Self concept/psychology.

Coordinate with:
Rules and laws - political science
customs, mores, principles and
religion(s) in judgment criteria
history/culture


E. TRADITIONS/HERITAGE
F. COMMUNICATIONS (INCLUDING TRANSPORTATION)

Coordinate with:
Self concept/psychology
history/culture and
institutions.

Coordinate with
Social studies skills
economics and geography
judgment criteria, history/culture.

DISTRICT GOALS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Students will be able to describe and evaluate some of the effects of population growth and density on the way people live.

SoAn-3

9th GRADE

This skill is functional at the 9th grade without instruction

8th GRADE

Mastery of competency as stated.
Introduce: concept of how population density limits use of human resources - E.G. availability of education and career training.

7th GRADE

Review and reinforce: relationship of population density to the supply of natural resources - food, water, air, etc.

Review, reinforce and expand: relationship of population density to the growth of social problems. (crime, transportation, living space.)

6th GRADE

Coordinate with judgment criteria #10
Review, reinforce and expand K-5 skills and understandings.
Introduce: evaluation of effects of population growth or lack.
Community services, privacy, living space.
Pollution of world's oceans.

5th GRADE	Review, reinforce and expand grade 4. Introduce effects of population growth on crime rate. Expand: economic and transportation effects.
4th GRADE	Introduce the term, concept and meaning of population density. Describe and discuss effects of population growth (or lack) and density on geography, economics (resources), housing patterns, and pollution.
3rd GRADE	Introduce - concept of ideal (balanced) population.
2nd GRADE	Introduce the term and meaning of "population".

Not applicable below 2nd grade level of maturity and readin

DISTRICT GOALS

1	▨ 2	3	4	▨ 5	6	7	8	9	▨ 10	11	12	13	▨ 14	15	16	17	18

Students will be able to describe and evaluate ways in which human beings have interacted with and/or adapted or adapted to their environment, I.E. their human environment.

SOAN 4

9th GRADE

Mastery of the competency as stated above.

8th GRADE

Review, reinforce and expand concept of interaction and adapting - students will be able to propose a solution to a problem involving interaction with an urban environment. (This solution may be based on simply "getting along", or upon theory - E.G. Turner's thesis.)

7th GRADE

Introduction - concept of adapting, E.G. to a set of geographical problems - E.G. desert - bedouin or nomad.

GRADES 3-6

At the 6th grade level and below attempts to reach this competency will be coordinated with competencies identified and sequenced in geography economics and judgment criteria. Reinforce grade 2 at all levels.

2nd GRADE

Introduce: Term and concept of interaction

Not applicable below 2nd grade level of maturity and readiness except on an individual basis.

DISTRICT GOALS																	
1	▨ 2	3	4	▨ 5	6	7	8	9	10	11	▨ 12	13	14	15	16	17	18

Students will be able to identify preferences which lead to group identification.

SoAN-5

9th GRADE	Competency is functional at the 9th grade level.
8th GRADE	Mastery of the competency as stated.
7th GRADE	Review concept of peer group Introduce group indentification in terms cf academic interest, sports or non academic interests, outside (school) interests, status (social, economic.), etc.
6th GRADE	Review, reinforce, and expand grade 5 skills and understandings.
5th GRADE	Introduce - Group identification in terms of fads in clothes, foods, language and recreation.

4th GRADE

Introduce - Term and concept of "peer" group...explore how friends are chosen

Not applicable below the 4th grade level except in conjunction and coordination with geography and self concept objectives previously identified and sequenced.

DISTRICT GOALS																	
1	2	3	4	5 ▨	6 ▨	7 ▨	8	9	10 ▨	11	12	13	14 ▨	15 ▨	16	17	18

Students will be able to define and describe the basic characteristics of a community, society, or culture. (I.E. institutions, organizations economic, civic, religious, educational, etc., groups, social aggregates - ethnic groups, classes, etc.)

So AN - 6

9th GRADE

Mastery of the competency as stated above.

8th GRADE

Introduce:
Students will be able to define the term social classes (economic) and to give three examples as they might exist in the United States. Students will be able to describe how the social classes given as an example tend to view various (two different) institutions.

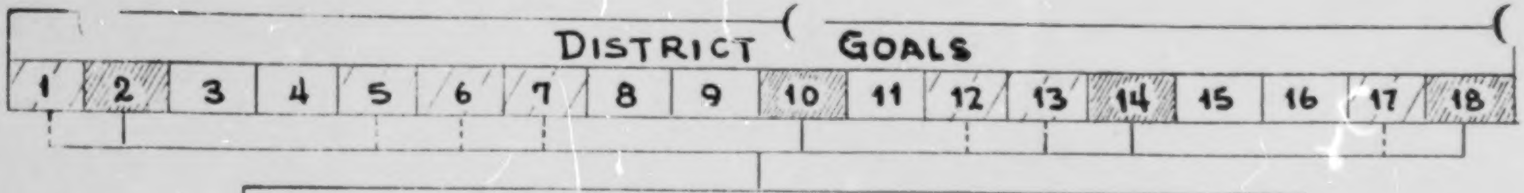
Students will be able to show that different religious, civic and/or educational institutions reflect more similarities than differences, and that misunderstanding magnified differences.

7th GRADE

Introduce: Students will be able to give an example of specific instances in which common goals unify individuals, and an example of instances in which social, cultural and/or ethnic differences may bring about conflict.

This competency is not applicable below the 7th grade level of maturity and readiness except on an individual basis and as coincidental with other competency objectives.

Economics, political science, judgment criteria, etc.



Students will be able to identify and explain three problems with which people in heavily urbanized areas must cope. (Environmental, economic, political and/or social problems)

SoAN - 7

9th GRADE

Competency is functional at the 9th grade level.

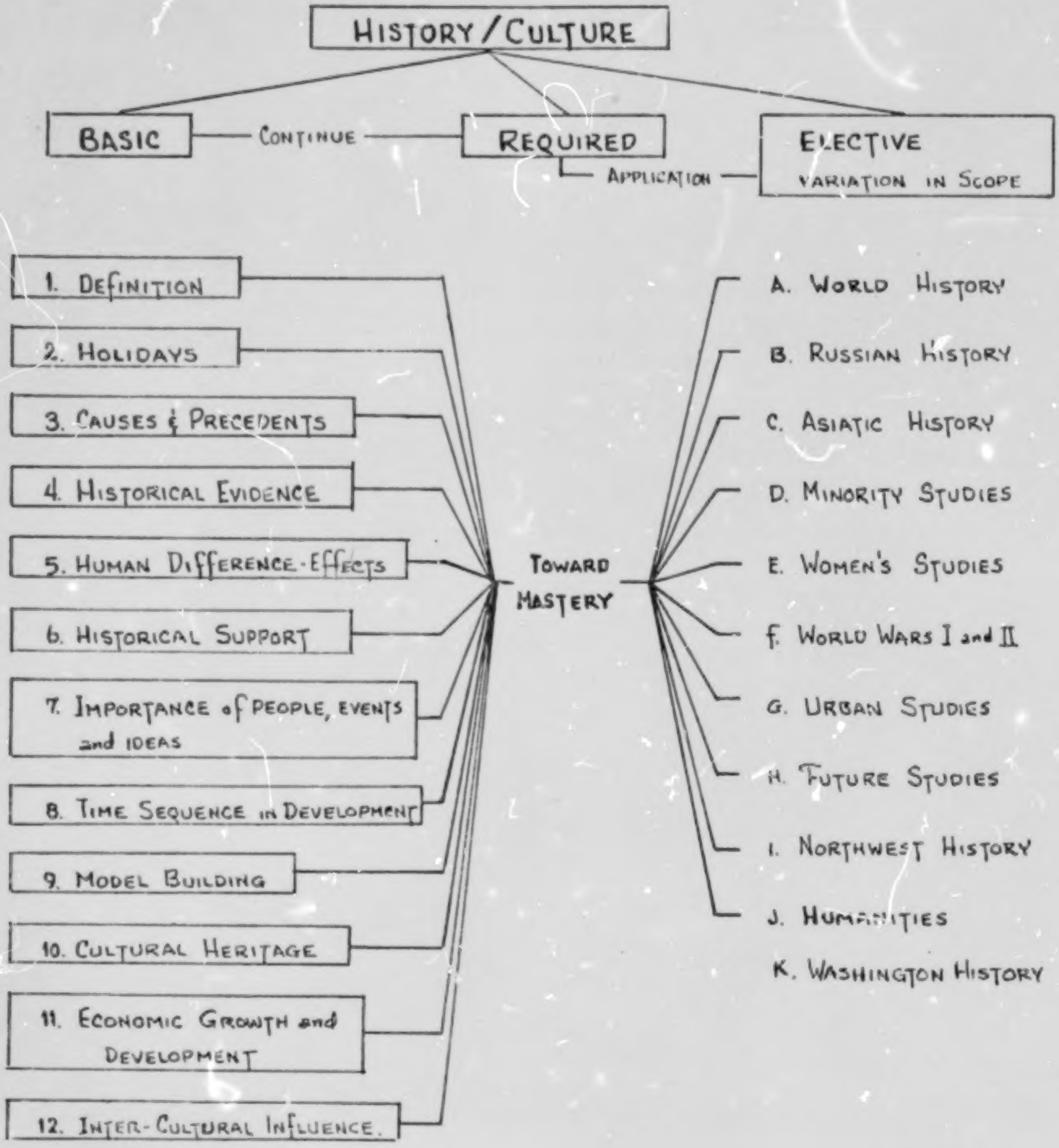
8th GRADE

Mastery of competency as stated above.
Expand 7th grade coverage to include urban problems on a national and/or international level.

7th GRADE

Identify problems urban environments have (I.E. pollution, educational difficulties, crime, zoning and/or land use planning and, etc.) as they relate to Spokane.

The components of this competency have previously been identified and sequenced in SoAn 1, 2, and 3, as well as in the areas of geography, economics and political science. This competency also has some historical implications.


HISTORY / CULTURE
BASIC
CONTINUE
REQUIRED
APPLICATION
ELECTIVE
VARIATION IN SCOPE
1. DEFINITION
2. HOLIDAYS
3. CAUSES & PRECEDENTS
4. HISTORICAL EVIDENCE
5. HUMAN DIFFERENCE-EFFECTS
6. HISTORICAL SUPPORT
7. IMPORTANCE of PEOPLE, EVENTS and IDEAS
8. TIME SEQUENCE in DEVELOPMENT
9. MODEL BUILDING
10. CULTURAL HERITAGE
11. ECONOMIC GROWTH and DEVELOPMENT
12. INTER-CULTURAL INFLUENCE.
TOWARD MASTERY
A. WORLD HISTORY
B. RUSSIAN HISTORY
C. ASIATIC HISTORY
D. MINORITY STUDIES
E. WOMEN'S STUDIES
F. WORLD WARS I and II
G. URBAN STUDIES
H. FUTURE STUDIES
I. NORTHWEST HISTORY
J. HUMANITIES
K. WASHINGTON HISTORY

HISTORY/CULTURE

In a sense history has been the traditional center of the social studies. There have therefore been no attempts in the report to diminish the importance of history. Rather, there has been an effort to emphasize the importance of all subdisciplines within the social studies.

The importance of history remains undiminished. There are specific history goals within most of competencies identified in the other social studies subdisciplines (E.G. heritage in self-concept.) Most of the competencies identified in this document can be taught within the context of history. In addition, the traditional values, knowledge and concepts associated with history have been identified and maintained in this subdiscipline.

It is anticipated that history is and will continue to be supplemented by and to act as supplement to other "subject matter" areas within the curriculum, especially to reading and literature within the language arts program.

BASIC

1. Student will be able to define the term "history" and to analyze the definition(s) of others.

2. Students will be able to identify and explain the origins and ways of observing each of the major days of celebration in the culture of the United States. (I.E. those holidays celebrated in special ways - E.G. Labor Day, Columbus Day, Veteran's Day, Honnuka, Christmas, Halloween, Thanksgiving, New Year's, President's Day, Valentine's Day, Easter, Martin Luther King, Memorial Day, Independence, etc.)

3. Students will be able to select a current public issue, event, or incident and to explain its causes and precedents.

4. Students will be able to identify and explain the manner in which historical evidence is collected, evaluated and accepted.

5. Students will be able to use evidence from history to explain differences between or among groups in conflict. Such evidence will explain the causes of the conflict and the effect(s).

6. Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue, or controversey selected for study.

7. Students will be able to identify the ten individuals, events and/or movements from history which the student believes have most affected the course of history and explain what or how those individuals, events, or movements have changed or altered life on this planet.

8. Students will be able to demonstrate an understanding of chronology and/or time sequence by constructing a time line illustrating the time relationship between or among not less than ten (10) interrelated events.

9. Students will be able to write a biography of one historical figure admired by the student. The biography must include what the admired individual believed, the conditions under which the individual worked, and what that individual did to merit the student's admiration.

10. Students will be able to describe five events which contributed to the cultural heritage of the United States.

11. Students will be able to describe three economic points of view which have influenced the development of the United States.

12. Students will be able to identify and describe the influence of three non-English speaking cultures on the American culture, and three influences of the American culture on other cultures outside the American mainstream culture.

REQUIRED

Compencies listed as basic, numbers 1,3,4,5,6,10,11, and 12 will be reintroduced.

ELECTIVE

Basic competencies will be reinforced in areas of special interest:

A. World History
B. Russian History
C. Asiatic History
D. Minority Studies
E. Women's Studies
F. World Wars I and II
G. Northwest History
H. Urban Studies
I. Future Studies
J. Humanities

The study of man's heritage - the task of the historian - is not merely an analysis of the ruins beneath the cold lava of Pompeii, nor a glance at the corroded metal of a disinterred Somurai sword; it is not the enlightened words of the Declaration of Independence, nor the echo of a detonate H-bomb. These are but the clues of man's history, the superficial symptons of an evolving species. The real History lies within man himself. That Napoleon, or Alexander of Ghenghis Khan led men into battle is not so important as why they did it, for only by understanding the motivation of men whose lives and works have Shaped History can we understand what is happening in our own lives.

Raymond F. Locke

Introducing Mandkind (Editorial)
Mankind Vol. 1 No. 1 May 1967 Page 4.

DISTRICT GOALS																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Students will be able to define the term "History" and to analyze the definition(s) of others.

HIC - 1

9th GRADE

Mastery of competency as stated above.
Review, reinforce and expand grade 5-8 skills and definitions as needed.

8th GRADE

Students will be able to explain that:
Except for dates to specific events, history contains few, if any absolutes - the role of opinion after data gathering
The history of any event is never completely written - Recognize characteristics of "Most Valid" historians.
After exposure to massive sources concerning any event, the reader forms an opinion and becomes the historian.

7th GRADE

Introduce the understanding that any division of history is controversial, but that history can be defined - use examples and begin analysis (see Social Studies skills.)

6th GRADE

Students will be able to "define" history in own words.

5th GRADE

Introduce the term history.

Not applicable below 5th grade level of maturity.

DISTRICT GOALS

1	**2**	3	4	5	6	7	**8**	**9**	10	11	12	13	14	15	16	17	18

Students will be able to identify, explain the origins, and describe the ways of observing each of the major days of celebration in the culture of the United States - I.E. those holidays celebrated in special ways.

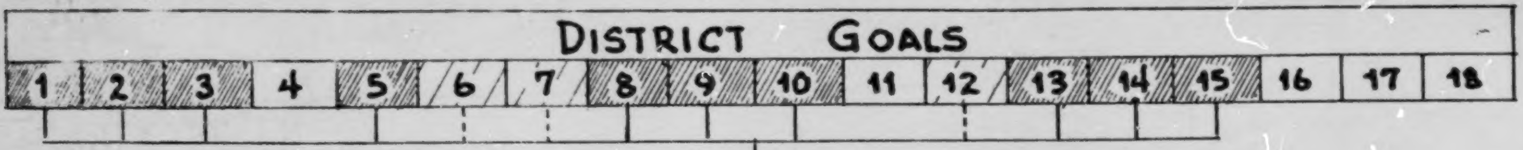
HIC 2

JUNIOR HIGH	Competency is functional or useable at the Junior High School level without additional instruction.
6th GRADE	Mastery of competency as stated above - Review and reinforce K-5 skills leading to mastery. Introduce explanation of origins as needed.
5th GRADE	Review, reinforce, and expand grade 4 skills. Introduce (as needed) the major ways of observing each of the major days of celebration.
4th GRADE	Mastery: Students will be able to identify the major days of celebration.
GRADES 1-3	Review, reinforce and expand kindergarten coverage.
KINDERGARTEN	Introduce the major days of celebration in the U.S.

Example Holidays identified. (Introduce as appropriate within the classroom or school attendance area)

- Labor Day
- Columbus Day
- Halloween
- Veteran's Day
- Thanksgiving
- Hanukka
- Christmas
- New Year's Day
- Lincoln's Birthday
- Washington's Birthday
- Valentine's Day
- St. Patrick's Day
- Easter
- May Day/Law Day
- Mother's Day
- Armed Forces' Day
- Memorial Day
- Father's Day
- Independence Day
- Martin Luther King Day

PRE SCHOOL **HOME**



Students will be able to select a current public issue, event, or incident and explain its causes and precedents.

HIC-3

At each grade level students will be able to select a current public issue within the appropriate area of study at that grade level and to identify the means for finding the causes and precedents underlying that issue (see social studies skills data gathering.)

Mastery of this competency as stated at the 9th grade level is dependent upon the complexity of the issue selected. Student should be able to identify at least two causes and/or precedents on any given issue.

GRADES 7,8,&9

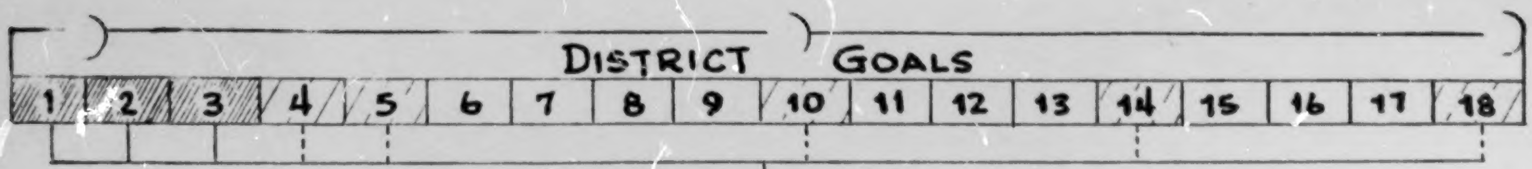
Reintroduce grade 5 skills and expand to include discussion.

GRADE 6

Introduce selection and presentation of a current event or incident from a newspaper or periodical.

5th GRADE

Not applicable below the 5th grade level of maturity and readiness, except on an individual basis.



Students will be able to identify and explain the manner in which historical evidence is collected, evaluated and accepted.

HIC-4

9th GRADE

Review, reinforce and expand grade 7 and 8. Anticipate mastery at the Senior High School level.

8th GRADE

Review, reinforce and expand 7th grade coverage.

INTRODUCE:

ORIGINAL SOURCES
- Writings
- Documents
- Artifacts
- Interview of participants

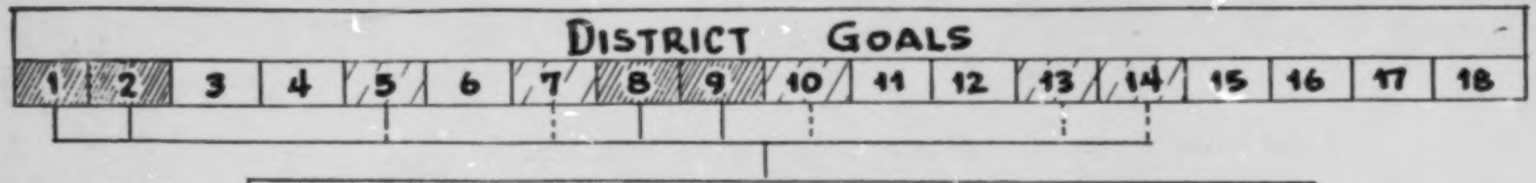
SECONDARY SOURCES
- Writings (E.G. textbook)
- Experts (Scholars)
- Maps

EVALUATION
- Comparing sources (Primary & Secondary)
- Bias
- Authenticity
- Relevance

ACCEPTANCE
- Judgment
- Appropriateness

7th GRADE

Not applicable below the 7th grade level of maturity and readiness.

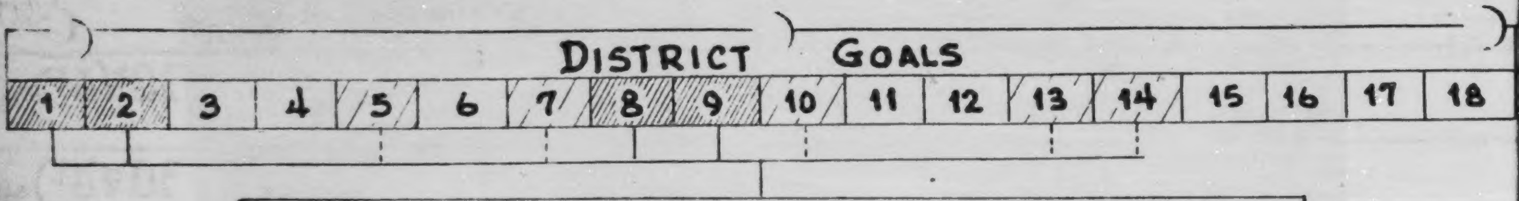


Students will be able to use evidence from History to explain differences between or among groups in conflict. Such evidence will explain the causes of the conflict and the effect(s).

HIC-5

The skills needed to achieve this competency are essentially the same as those needed in HIC-3 and 4. Thus no new sequence is provided. Each Junior High School grade level will introduce and review this competency and its components in coordination with 3 and 4. The 9th grade will anticipate mastery at the Senior High School level.

This competency is not applicable below the 7th Grade level of maturity and readiness.



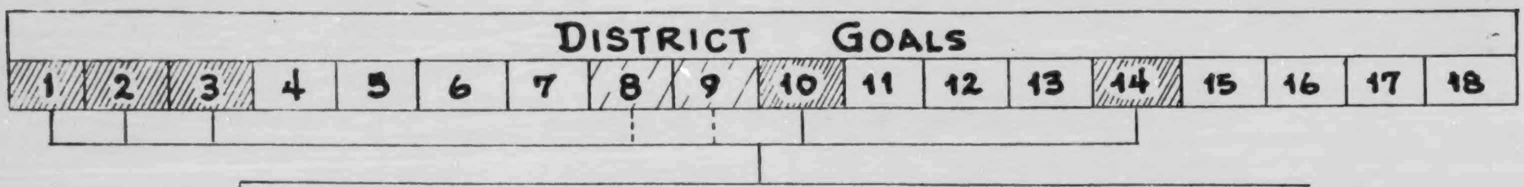
Students will be able to identify and use historical evidence as support for a stance or position on a problem, issue or controversey selected for study.

HIC-6

Coordinate with HIC-3, 4, and 5, and Social Studies Skills

Each Junior High School grade level will introduce and review this competency and its components from the other coordinate competencies. The 9th grade will anticipate mastery at the Senior High School level.

This competency is not applicable below the 7th grade level of maturity and readiness.



Students will be able to identify the ten individuals, events and/or movements from history which the student believes have most affected the course of history and be able to explain how those individuals, events, or movements have changed or altered life on this planet.

HIC-7

9th GRADE	Mastery, ten individuals Review and reinforce events	Introduce movements and anticipate mastery at the Senior High School Level.
8th GRADE	Review, reinforce and expand 7th grade. Introduce events that have changed the course of History.	
7th GRADE	Review, reinforce and expand skills from intermediate grades.	
6th GRADE	Expand 5th grade to ten individuals - introduce events.	
5th GRADE	Expand 4th grade to seven individuals.	
4th GRADE	Students can identify five individuals and tell why they were important.	

Not applicable below 4th grade level of maturity and readiness except for single individuals - coordinate with HIC-1 holidays.

AN ANALYSIS & SYNTHESIS REPORT

THE SOCIAL STUDIES

"The function of the schools in our society in general, and School District #81 in particular, is to assure within a democratic framework, learning experiences that will help children and youth develop skills and attitudes necessary to function in their universe. The process should focus on the worth and dignity of each individual and his right to freedom of choice as an ethical and responsible citizen. Since change is a constant in our society, the persons responsible for education in School District #81 must continually reconcile practice with philosophy."

Philosophy and Goals of Spokane School District #81
Adopted August 8, 1973

S0 009 981

BOARD OF DIRECTORS
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SOCIAL STUDIES ANALYSIS AND SYNTHESIS REPORT

Program Development Division
November, 1975

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SPOKANE PUBLIC SCHOOLS
District No. 81

September 3, 1975

MEMORANDUM

TO: Social Studies Department Chairperson

FROM: Program Development Division

RE: The Charge

The Program Development Division is requested to do an in-depth study of the District's social studies curricular program. The study should concentrate on the scope and sequence of the social studies program K-12.

The outcome of this study should be the recommendation of a workable and effective program which will provide a range of opportunities for all learners and an articulated sequential program of learning; i.e., the program of each year should depend and follow upon the knowledge, skills, values and attitudes gained in the preceding year. Recommendations should be consistent with the expressed goals of education of District #81, and with the understanding that the social studies program does have an intregal relationship to other curricular areas.

The study should proceed in the following three phases according to the attached timeline schedule:

1. An analysis of what is now happening in the District and the immediate region, and a synthesis or summary of the trends and directions the social studies are taking as advocated by the literature on the subject.

2. An establishment of the goals and objectives of social studies education in such a way as to provide a variable standard of the kinds of knowledge, skills, values and attitudes the District 12 year graduate should achieve, and to provide the (year-by-year) goals and objectives through which this may be achieved.

3. To recommend, after a study of alternatives, the process(es) or program(s) of learning whereby the goals and objectives may be achieved.

It is anticipated that this study will be completed by May 31st and ready for implementation September, 1976.

FLW:ms
attach: timeline schedule

Administration Building W. 825 Spokane Falls Blvd. Spokane, Washington 99201 Phone: (509) 455-5242

AN ABSTRACT

This report is an attempt to understand the Social Studies, to determine its place and importance within the framework of the program of District #81, and finally, to ascertain, if possible, what that program should be in terms of scope and sequence. As the body of this report will testify, this is no small task. To accomplish this, this report will focus in each section, in turn, on content, method and materials.

It must be stated from the beginning that the Spokane program is traditional. For this reason, and to stimulate thought, some alternatives to the traditional are presented. There is no intent to denigrate the traditional or to promote any particular alternative point of view, only to present alternatives for consideration. The traditional approach presents problems with definition of content, the alternatives present problems of gaining materials. Neither of these problems is insurmountable.

To understand the place and importance of the Social Studies, two alternative definitions are discussed. The first definition, the traditional, attempts to define the Social Studies in terms of its subdisciplines, i.e. the Social Studies are History, Economics, Sociology, Political Science, Geography, etc. This, of course, necessitates a definition of each of the subdisciplines and a brief outline of concepts and generalizations to show that one differs from and is independent of the others. An alternative definition affords the opportunity to consider how the subdisciplines are similar and interrelated.

A brief explanation of the foci of the Social Studies follows. These may be summarized here as a focus on knowledge (facts and/or concepts), a focus on skills or competencies, a focus on attitudes, and a focus on values. These are discussed and applied to the definitions.

Throughout the report attention is firmly directed to the District adopted goals. At this point in the report a relationship between those goals and the Social Studies is developed and, to some extent, discussed. The major point at issue is whether or not there is a need to re-evaluate the District program in light of those goals. The report suggests that since our current program in its basic form (although updated by recent adoptions) was adopted in 1962 and the goals were adopted in 1973, on the basis of time alone and on the basis of intervening materials development, a re-evaluation of scope and sequence is indeed needed.

An analysis of the current program is then presented. However, the actual content or subject matter of the program is not significant in terms of the established scope and sequence in view of most or many of the materials being used. Consequently, a more significant analysis is provided by attempting to analyze the programs in terms of the traditional definition of the Social Studies. In the matrices provided, some indication is attempted, to show the scope of subdisciplinary content and the sequence of concept or factual development at each

succeeding grade level. In view of the space and time limitations, only a hint of what is actually occuring within the present program can be provided, but sufficient detail, it is hoped, is sketched to be able to ascertain what the fuller picture might be. Attitudes and opinions of Social Studies teachers at all grade levels were sampled and reported -- the one most prevelent concern being the readability or reading level of the textual material in use.

Methods and materials are also discussed at each grade level. A heavy reliance on textual materials and traditional "teaching" methods was observed at levels above the third grade. But that statement must be tempered by the exceptions and by the cautions mentioned in the body of this report. There does appear to be a growing variety of methods employed at the secondary level, but in general, the characteristic picture of District content, method and material must be stated to be very traditional.

The trends in the region, the state and the nation are then discussed. The most significant of these trends is that no one is eliminating the traditional, but many districts and states are broadening the alternatives.

Within the content the tendency seems to become more interdisciplinary, more conceptual, more thematic. Issues are raised and discussed from several subdisciplinary points of view. Skill development is emphasized at the elementary levels and increasing opportunities for values and attitude clarification discussion are being offered as the learner progresses through the secondary schools.

In terms of methods, the trends seem to lend themselves to greater application rather than to theory, as through simulation and role-playing. Greater opportunities for individualization of learning are being provided.

In terms of materials, the trend is to multi-media materials and kits at all grade levels. At the secondary level many publishers have turned to open-ended issue paperbacks series, many others, while offering but one text, work from a case study kind of approach. All textual materials are tending to become more process oriented and emphasizing higher levels of thinking in their activities.

This report ends with a recommended plan of action for the continued study and development of the District Social Studies program. It is a plan whereby each and every Social Studies teacher can be involved in the goals and objectives phase of the process of development. Appropriate citizen organizations can also be involved at the point of their interest.

In summary, all aspects of this report point to an overall need for the District to reassess its current program and to express its expectations and anticipations of student performance as its learners pass from level to level with the District Social Studies program.

THE SOCIAL STUDIES

AN ANALYSIS & SYNTHESIS REPORT

An Introduction

The essential ingredient of a living democracy is an informed, knowledgeable citizenry. With this principle firmly in mind, this nation's founding fathers established the free and open press upon which our means of open communication are based. They also provided the means by which citizens could learn to use those open lines of communication to become informed and to arrive at knowledgeable and reasoned decisions affecting themselves and the communities (local, regional and national) in which they lived. The agency provided by the founders of the nation for that purpose was the common schools. These schools were not for the elite, the intelligentsia, but for all citizens and prospective citizens on a free basis because in a democracy, all citizens may participate in some way, and to some degree, in all decisions affecting the lives of the community. Throughout the 200 years of our history, despite the increasing complexity of our society and its lifestyle, this has remained the basic and the ultimate purpose of our public schools.

Our District, through its Board of Directors, gave recognition to this fact when it adopted the Education Goals of the Spokane Schools in 1973. It is important to recognize that those goals were in fact adopted only after careful and deep consideration and after the participation of the citizenry of Spokane in the establishment and assessment of those goals. It is essential to recognize that each and every one of those goals is a social goal in its basic and ultimate purpose:

> THE CITIZEN AS AN EFFECTIVE, SELF-SUFFICIENT, CONTRIBUTING MEMBER OF THE SOCIETY IN WHICH HE LIVES, FOR THE MAINTENANCE AND ENHANCEMENT OR IMPROVEMENT OF THAT SOCIETY.

In an effort to achieve this mission, this mandate, the Social Studies is not only essential, it is central. (To illustrate this point from an earlier and less complex society, in the nation's first schools children learned to read not from a reader, but from the Bible, the seminal social document of Western society.)

Consequently and accordingly, this report will attempt to provide the information needed to assess the Social Studies as a viable means to achieving the mission or mandate of the public schools. It will indicate what is currently being done in the Spokane Schools to meet this objective. It will provide information concerning the efforts of other schools throughout the region, the state and the nation and indicate the trends being followed. In turn, this information will provide one of the means by which those involved in the decision-making process can assess our current efforts in the Social Studies and thereby continue or enhance those efforts which meet this mandate or recommend and implement those changes which would up-date, up-grade, or revise the current Social Studies program to meet the mandate in a better (i.e. more efficient) way.

It seems especially appropriate that the time of this study should occur during a bicentennial year, a time of reassessment and of rededication to the principles upon which this nation was founded.

DEFINITION: THE SCOPE OF THE SOCIAL STUDIES

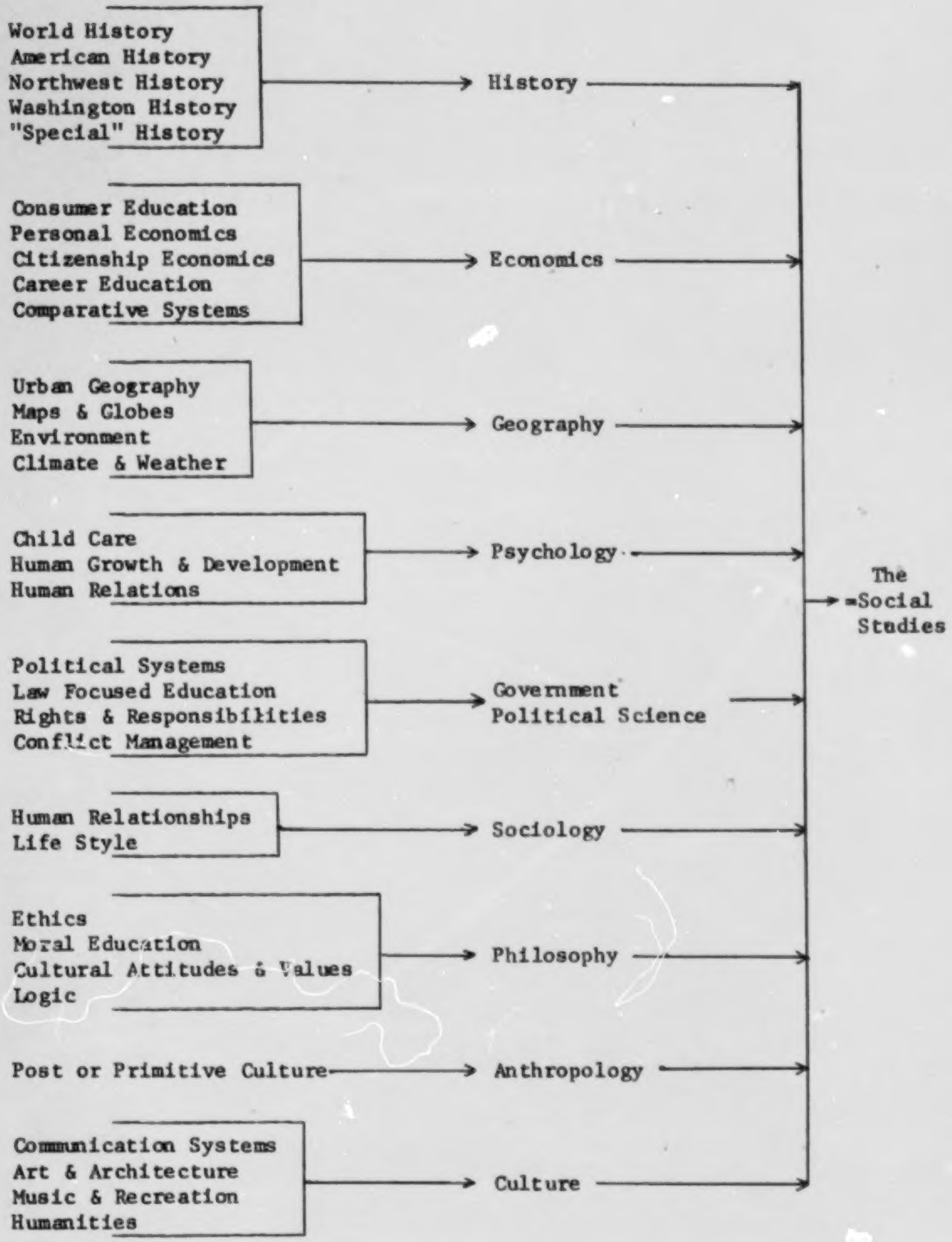
"THE SOCIAL STUDIES IS... -VS- THE SOCIAL STUDIES ARE..."

Among the major questions which must be resolved during the course of this year's deliberations is the question of the scope of the Social Studies, that is, what is included within the title or category we call the Social Studies? Are the Social Studies sets of subdisciplines each of which is separately and individually defined and identified and then arbitrarily lumped together into an aggregate we call Social Studies, or is the Social Studies a subject in and of itself defined and identified by its own body of concepts, skills, values, and attitude learning opportunities from which the subdisciplines are derived. This question is not merely an academic "chicken or the egg" question for the practical matter of the utility and importance of the Social Studies is involved, the question is whether the Social Studies can provide a real tool leading to the solution of life's problems, or whether they are merely a classroom academic exercise.

An illustration by way of an anology may help clarify the problem. The human body may be studied as an entity in and of itself or it may be studied as a collection of its part. The hand may be studied as a system of nerves, a group of bones, a set of muscles, a collection of cells and blood vessels, as skin or dermatology, as protein, fat, or calcium composition. Or the hand may be studied as a whole: its purpose, function and use. It can be studied in its interrelationship within itself and with the rest of the body. In the one case we emphasize the unity, in the other the diversity. In stressing the diversity, the forest tends to be lost in the trees, sight is lost of the fact that the muscle is not the hand or the body. The study remains theoretic. In stressing the unity, the part is put in its proper perspective. Further, the practical and useful application for the good of the whole can be directly spoken to.

Thus, in an attempt to arrive at a definition of the Social Studies or in trying to determine the scope there are at least two ways the question can be answered. There is a traditional point of view and an alternative point of view. The kind of program which could result from each is potentially quite different.

THE TRADITIONAL POINT OF VIEW tends to respond to this question by asserting that the Social Studies are an aggregate of subdisciplines, each of which is identified and defined by a specific body of knowledge (i.e. facts, concepts, and/or principles and sometimes skills). Each subdiscipline is considered a separate entity and taught independently as such. The definition process of the Social Studies may be defined or illustrated in the following diagram:


World History
American History
Northwest History
Washington History
"Special" History
History
Consumer Education
Personal Economics
Citizenship Economics
Career Education
Comparative Systems
Economics
Urban Geography
Maps & Globes
Environment
Climate & Weather
Geography
Child Care
Human Growth & Development
Human Relations
Psychology
Political Systems
Law Focused Education
Rights & Responsibilities
Conflict Management
Government
Political Science
Human Relationships
Life Style
Sociology
Ethics
Moral Education
Cultural Attitudes & Values
Logic
Philosophy
Post or Primitive Culture
Anthropology
Communication Systems
Art & Architecture
Music & Recreation
Humanities
Culture
The
Social
Studies

According to this view, the Social Studies are whatever subject matter or content areas are said to be included within it. The whole is subordinate to its parts. The parts are never equal to the sum of the addition of the parts, for a total view is never attempted. No learners, and very few teachers, ever have the opportunity to participate (i.e. take a course) bringing all the aspects of the Social Studies together.

This view is primarily content oriented. The bodies of knowledge which define the subdisciplines define the Social Studies. The bodies of knowledge are primarily theoretical and academic. They are seldom interrelated. Examples taken from the practical application in the world of survival are usually isolated in their consideration to the subdiscipline at hand. It should be noted that within the past decade or so advances have been made. The factual orientation has had to change to a concept orientation simply because of the "knowledge" explosion and much controversy as to what constitutes a fact from whose point of view. Concern has been expressed also to some extent (and is still in the process of development) for skills, values and attitudes within each of the subdisciplines - as independent entities.

The fact of the matter is that there is no definition of the Social Studies from this point of view. It is interesting to note that not only are the Social Studies not defined by common agreement, there is no agreement that the Social Studies should be called the Social Studies. At the college level, there is a History Department, an Economics Department, a Sociology Department and so on. Secondary teachers and department chairpersons tend to prefer to "up-grade" and solidify the subdisciplinary approach by using the label "Social Sciences." It is only at the elementary level that the term, "Social Studies' finds much in the way of common acceptance.

The main problem seems to be that the experts and teachers cannot even agree on the definition or the boundaries of their subdisciplines. Some economists, for example, refuse to consider Social Security because that is a "politcal" or "social" problem - not an economic problem - others cross these boundaries easily and readily, even eagerly. Consequently, the definition of the Social Studies and its subdisciplines according to this point of view, is whatever the individual department, teacher or expert says it is. For example, according to one study made in this District thirty definitions for "history" were found. These definitions ranged from Henry Ford's definition as "bunk" and Voltaire's "a pack of tricks we play on the dead" to Will and Ariel Durant's definition as "the study of mankind." Neither of those definitions is very helpful in defining what history or the Social Studies is all about. Most or many people have given up trying to define what they are doing in the Social Studies or the subdisciplines and simply follow the textbook.

The traditional way of defining the Social Studies (or lack of definition) has some real problems. Within itself the effect of this view, of allowing the discipline to be defined by its subdisciplines, is the lack of learning opportunity of some facts, concepts, skills, attitudes and values, and over coverage on others. In this last respect there is even the possibility that disciplines other than the Social Studies disciplines may cover what is or should be within the Social Studies. The most notorious example of this is "Consumer Economics" which is covered not only in the Economics Social Studies course, but also in Home Economics, Business Education, Mathematics and Industrial Arts. Other examples are Child Growth and Development, Career

Education, the Environment and so on. On the other hand, there are some notorious omissions, most of which are sometimes "solved" by the temporary addition of another course - examples of this are Ethnic or Cultural Studies, Social Welfare Economics, Philosophy and Principles (moral and values education), "Future" Planning, Community Planning, etc. These "solutions" do not involve all students for they are elective and those who participate are in general the already aware and concerned few.

This split personality, highly specialized definition of the Social Studies is at once reflective and productive of our society at large. It maintains the current way things are done. Decisions are made on the basis of political or economic expediency, occasionally social or psychology expediency, sometimes with ethnic awareness or total environment in mind but almost never with all of these viewpoints as a matter of concern. The result is one of the greatest nations on earth, an industrial giant that pollutes, a nation with the highest standard of living ever known but with serious incidents of unemployment and poverty, people unable to enjoy the fruits of the standard of living, a democratic process that recognizes the rights of the minority in words, but in practice keeps them in their place, a democratic process in which the minority can make its voice heard only through confrontation and violence. All occur because of the one sided narrow point of view (economic, political, etc.) of whomever happens to be in power at the moment. If the present is good, can it not be made better by putting it all together?

Finally, this approach to the Social Studies tends to emphasize the knowledge (fact or concept) content of the subdisciplines on an abstract or theoretical level. It implies in an exaggerated way the rationale and logic of the subdisciplines. Government classes are strong on theory and idealism, as are Economics, Sociology and Psychology. Little is done to prepare the learner for the irrational, the real world in which he must live. Yet it is this real world, which is not just an economic world, not just a social world, not just a political world (etc.) - it is ALL OF THESE that the learner is supposed to understand and be able to deal with as a result of 13 years of education in the Social Studies.

Before proceding on to an alternative point of view, it might be well to identify, define and summarize the subdisciplines as they are understood by teachers and and practitioners within their respective subdisciplines. The following summaries of the scope of the Social Studies subdisciplines have been taken from Social Studies for Children in a Democracy by John U. Michaelis: 6

GEOGRAPHY:

Cultural Geography and relevant aspects of physical Geography are emphasized in Social Studies to develop understandings of how people with different cultures use resources in their environment.

Concepts

The earth's surface, earth-sun relationships, location, distribution, association, interaction, region and regionalizing, cultural, physical, and biotic elements, resources culturally defined, dominance of man, the life layer, population, urbanization, culture regions, change, the globe, maps.

Concept Clusters

The Earth's Surface: spheres (hydrosphere, lithosphere, atmosphere, biosphere, or life layer), human elements (man and his works), physical elements (land, water bodies, climate), biotic elements (plants, animals)

Earth-Sun Relationships: source of energy, rotation, revolution, inclination and parallelism of axis, circulation of atmosphere, seasons, night and day

Location: position (absolute - latitude and longitude; relative - near a known place); site (natural location such as island, continental, or maritime location); situation such as relative location expressed by such terms as strategic, central, or adjacent

Major Landforms: plains, hills plateaus, mountains

Water Bodies: rivers, lakes, bays, straits, seas, oceans

Natural Resources: water, soil, animal life, plant life, minerals, climate

Factors in Climate: sunlight, temperature, precipitation, humidity, winds, altitude, latitude, major water bodies, mountain systems, ocean currents

Population: size, distribution, centers, density, composition, growth rate, movement, prediction, control, problems, productive potential

Settlement Patterns: isolated, village, town, suburb, city, metropolis, megalopolis

Urbanization: growth of urban centers, location, functions, internal structure (residence, business, industry), interaction with other places, accessibility, changing occupancy patterns, migration, invasion, segregation, desegregation, redevelopment, urban planning

Culture Regions: Western, non-Western, European, Soviet, Middle Eastern, North African, Southwest Asian, South Asian, Southeast Asian, East Asian, African, Anglo-American, Latin American, Australian-New Zealand, Pacific

Directions: cardinal, intermediate, north and south along meridians, east and west along parallels

The Globe: land and water areas, the Equator, parallels, meridians, Prime Meridian, International Date Line, Tropic of Cancer, Tropic of Capricorn, high, middle, and low latitudes, hemispheres (northern, southern, eastern, western), land, water, day, night

Maps: data, scale, projection, symbols, legend

Map Symbols: lines, points, colors, signs, words

Generalizations

Life on the earth is influenced by earth-sun relationships.

The different climates in a country or region may be explained in terms of temperature, precipitation, and related factors.

The location and productive activities of a community are key factors in its interaction with other places.

People everywhere identify and use resources in ways that are shaped by their culture.

Regions defined in terms of one or more common features may vary as needed in terms of the purposes of inquiry.

Urbanization has necessitated the redevelopment of cities and the advantageous use of space.

Change takes place constantly on the earth's surface.

HISTORY:

Changes in family life from colonial times to the present, growth of the community, state, and United States History, and selected historical developments in other countries are part of the discipline of History. The bulk of the conceptual components of History are drawn from other disciplines and are used to make interpretations of past human events.

Concepts

Time Concepts: time, day, week, month, season, year, decade, generation, century, millenium, B.C., A.D., period, epoch, age, era, prehistoric, ancient, medieval, Middle Ages, modern

Process Concepts: criticism, analysis, and synthesis of primary and secondary sources; reconstruction of events; interpretation; periodization

Organizing Concepts: event, theme, period, place

Events and Themes

Events and Themes in Local History: first settlers, homes, school, and church; beginning as a town; growth of population, transportation, communication, business, education, public services, the arts; contributions of individuals and groups; problems of growth

Events and Themes in United States History: discovery and exploration, living in the colonies, gaining independence, establishing a government, living on the frontier, the westward movement, the growth of sectionalism, the Civil War, the period of reconstruction, growth of agriculture and industry, becoming a world power, the growth of cities, problems of minority groups

Interpretations and Generalizations

Changes in communities have been the result of the actions of many individuals and groups.

Interdependence has increased rapidly in recent times.

Social problems and institutions of today have roots in the past.

Ideas about self-government were strengthened on the frontier.

Multiple causes and consequences must be condidered in study events.

Time and space form a framework within which events can be placed.

ECONOMICS:

Economic education has probably made more advancement in recent years than any other segment of the Social Studies. The result of economists working with school personnel to plan the Social Studies curriculum has been widespread agreement that the following items should be included in Social Studies instruction:

Concepts

Conflict between wants and resources, scarcity, division of labor, specialization, interdependence, goods, services, consumers, producers, factors of production, or productive resources, production, consumption, exchange, distribution, market, supply, demand, prices, money, banking, credit, saving, spending, investing, trade, inputs, outputs, economic systems, economic values, opportunity cost principle

Concept Clusters

Basic Economic Problem: conflict between wants and resources, need to make choices, need for an economic system to allocate resources to alternative uses

Specialization: division of labor by occupations, technological applications, and geographic situation; resulting interdependence

Productive Resources: human (workers, managers, know-how), capital (tools, machines, factories), natural (soil, water, climate, minerals, forests)

The Market: means of allocating resources, interaction of supply and demand, use of money, transportation, and communication, modification by policies related to economic values

Economic Systems: market-directed or private enterprise, centrally directed or command, tradition-directed, mixed

Economic Values in Our System: growth, stability, security, justice, freedom

Generalizations

Members of families, people in communities, and societies meet the basic economic problem by finding answers to these questions:

What to produce? How to produce? How much to produce? How to distribute what is produced?

Division of labor improves production and leads to interdependence among individuals, communities, states, and nations.

People in a market system have more choice than people in a command system.

Firms produce goods and services in a modified market system under policies set by government to protect consumers and producers.

In our system the government provides certain goods and services such as highways, schools, protection, and welfare service.

POLITICAL SCIENCE:

Material from Political Science has traditionally been included in the Social Studies under the title of Civics. A current trend is to move beyond the narrow Civics tradition toward the inclusion of dynamic aspects of the uses of power and authority in the home, school, and other situations as well as in government.

Concepts

Power, authority, unit, regime, state, sovereignty, system, demands, decision-making, party, government, constitution, law, rules, political behavior, processes, services

Concept Clusters

Tasks of Government: external security, internal order, justice, public services, freedom (under democracy)

Processes: rule making (legislative), rule applying (executive), rule adjudicating (judicial)

Levels of Government: local, state, national, international

Public Services: police, fire, postal, education, health, welfare, sanitation, conservation, recreation, labor, business

Types of Government: democratic, authoritarian; parliamentary, presidential; unitary, federal

Themes: maintaining civil liberties, the rights of minorities, the general consent of the governed, due process of law, separation of powers

Generalizations

Some wants of people are handled through the political system.

Our political system is rooted in democratic societal values.

The source of authority rests with the people in a democracy.

Governments have the power to enforce laws.

Binding decisions made by authorities apply to all people in our system of government.

ANTHROPOLOGY:

An increasing number of concepts and key ideas from Anthropology are included in new programs of instruction. This increase is the result of greater recognition of the contributions that Anthropology can make to the objectives of the Social Studies, especially to those attitudes, understandings, methods of inquiry, and skills related to the comparative study of cultures.

Concepts

Culture society, values, beliefs, tradition, customs, change, social organization, role, technology, community, civilization

Concept Clusters

Culture: learned patterns of behavior, ways of living, both material and nonmaterial aspects of arts, crafts, technology, religion, economic activities, language, and other aspects of life in a society

Processes of Cultural Change: invention, discovery, diffusion, adaptation

Food-Getting Activities: gathering, hunting, fishing, herding, gardening, agriculture

Societies: folk or preliterate, preindustrial, transitional, industrial

Families: nuclear, extended; functions-biological, affectional, economic, social

Community: territory, common culture, collective action; folk, peasant, urban

Characteristics of Civilization: writing, accumulation of food and other goods for managed use, division of labor, government, arts, sciences, urbanization, trade

Generalizations

Culture is socially transmitted in all societies, differs from society to society, and is a prime determiner of behavior.

Families around the world have common needs but vary in the ways that needs are met.

Major differences among people are cultural, not biological.

Food-getting activities of people are closely related to their level of technology.

The culture of modern societies has evolved from the culture of earlier societies.

SOCIOLOGY:

Concepts and key ideas from Sociology are included in many units of study. Values and expectations of children, parents, teachers, and community workers are considered in the context of children's relationships to each other and to adults.

Concepts

Society, values, norms, role, status, expectations, social institutions, social processes, groups, social control

Concept Clusters

Values: personal, social, economic, political, religious, esthetic

Social Institutions: family, economic, political, educational, scientific, religious, recreational, welfare, esthetic

Processes of Social Interaction: cooperation, competition, conflict, assimilation, accommodation

Groups: primary, secondary, reference, in-group, out-group

Social Control: dependency, rewards, sanctions, norms, laws

Minorities: foreign, religious, racial, socio-economic

Generalizations

The work of society is done through groups formed to achieve common goals.

Societies need a system of social control in order to survive.

Social institutions are shaped by societal values and norms.

The family is a basic social institution in all societies.

Individuals have positions and roles in social institutions.

PSYCHOLOGY:

Concepts and key ideas from Psychology are embedded in units of study at all levels of instruction. The importance of attitudes, motives, and interests as key factors in human behavior is brought home in both contemporary and historical studies of people near at hand and far away. Direct attention is given to effective ways of learning, how to remember and use what is learned, and how to improve critical thinking and problem solving.

Concepts

Senses, learning, remembering, group processes, attitudes, perceptions of others, personal-social needs, individual differences, inter-group relations, social roles

Concept Clusters

Using Our Senses to Learn: seeing, hearing, smelling, touching, tasting, balancing

Learning and Remembering: clear purposes, meaning, practice, use, review, application, grouping around main ideas, contrast, comparison, concentration, knowledge of results, ideas in own words

Perception of Others: previous experience, needs, motives, attitudes, expectation, current condition of perceiver, self-concept

Group Processes: goal setting, planning, doing, evaluating, decision-making, valuing

Personal-Social Needs: acceptance, belonging, security, achievement, self-expression, interaction with others, learning, self-actualization

Individual Differences: appearance, personality, role, attitudes, beliefs, family, customs, learning, abilities, habits

Social Roles: leadership, followership, aggression, submission

Generalizations

Individual differences exist among members of families, children in schools, and people in communities.

Perceptions of others vary from individual to individual and are conditioned by a variety of factors.

Both individual and group needs may be met through group action.

Learning and remembering can be improved by concentrated effort.

Individuals take different roles in different groups and situations.

PHILOSOPHY:

Philosophy is included as a foundation discipline because of the concepts related to values and various aspects of inquiry that are emphasized in the Social Studies. Wide agreement exists that the conceptual basis of such values as freedom, equality, responsibleness, loyalty, and partriotism should be emphasized along with the positive attitudes and feelings that are needed to give enduring qualities.

Concepts

Values, moral and ethical principles, right, duty, freedom, equality justice, rational behavior, human dignity, patriotism, loyalty, free society, free inquiry, common good, individual interest, responsibleness, cooperativeness, creativeness, open-mindedness, concern for others

Concept Clusters

Spirit of Science: longing to know and understand, questioning of all things, search for data and their meaning, demand for verification, respect for logic, consideration of premises, causes, and consequences

Logical Fallacies: appeal to force, argument from ignorance, appeal to pity, emphasis on false cause, snob appeal, neglect of all causes, false premises

Making Judgements: clarifying what is to be judged, defining related criteria, analyzing in terms of criteria, making the judgment, checking the judgment with others

Generalizations

The basic value of human dignity underlies our way of life.

Free societies keep open the path of free inquiry for their own well-being.

Criteria should be defined in terms of values and used to decide what is good or ought to be.

Ideas and proposals must be subjected to critical examination if their value is to be determined.

AN ALTERNATIVE POINT OF VIEW

There may be at least two keys to achieving an alternative view in defining the Social Studies (or Sciences) as a discipline. One of these keys lies in the word "social" in the term "Social Studies." The other key lies in the commonality (or commonalities) of the subdisciplines. This inquiry into the definition of the Social Studies began with a grammatical question. A grammatical analysis may now be helpful in arriving at a holistic and dynamic definition of the Social Studies. The questions are: What is the subject, what is the object, and what is the activity of whatever is called the Social Studies?

Among the things the Social Studies subdisciplines have in common is that they are all concerned with people. This fact and this term,then, will form the subject of the definition. There are indeed distinctions that will need to be made, for people are spoken of or studied in different capacities, but these capacities can be summarized. People are studied as actors (doers), that is, givers and takers, or as recipients (non doers-passive). And further, people are studied in the past behaviors and their present activities for the purpose of understanding and predicting the future concerns, issues and conflicts. This aspect of the Social Studies can then be diagrammed as follows:

The Social Studies is the study of people . . .

people as:	actors	recipients
	past, present, future	past, present, future

It should be pointed out that the term used for actors and recipients may change from discipline to discipline, but the concept of actor and recipient pretty much remains constant - for example, in Political Science the actors may be variously called legislators, executives, presidents, managers, kings, judges, etc; the recipients may be called the masses, the governed, slaves, etc. In Economics, depending upon the context, the actors may be called the producers, service providers, the employer, and the recipients may be called the employee, the unemployed, the consumer, etc. The distinction of actor and reactor or recipient, however, is a constant.

The key to the dynamics, the concern, the activity of the Social Studies lies in the word "social" from the term Social Studies. This key is a theme repeated within the subdisciplines,to a sufficient degree,to state it forms a commonality. Eliminating the negative implications of the word, what "social" boils down to is "relationships." So that it can now be said that the Social Studies is the study of people and their relationships. These relationships can be identified and listed in a hierarchical order of widening association:

intercultural
cultural (English speaking)
national
ethnic
class (middle class)
regional (Inland Empire, state, county)
institutional (Moose, Elk, alumni)
community (Spokane)
neighborhood
interpersonal
the person

Finally, there must be an object in the definition, there must be a reason, or something about which people have relationships. This purpose, or something, is what will account for the specific differences among the subdisciplines as they are now constituted. The purposes can again be listed as including at least

people as individuals
people as groups
things
time
place
and ideas

This list can be summarized to read people and their world.

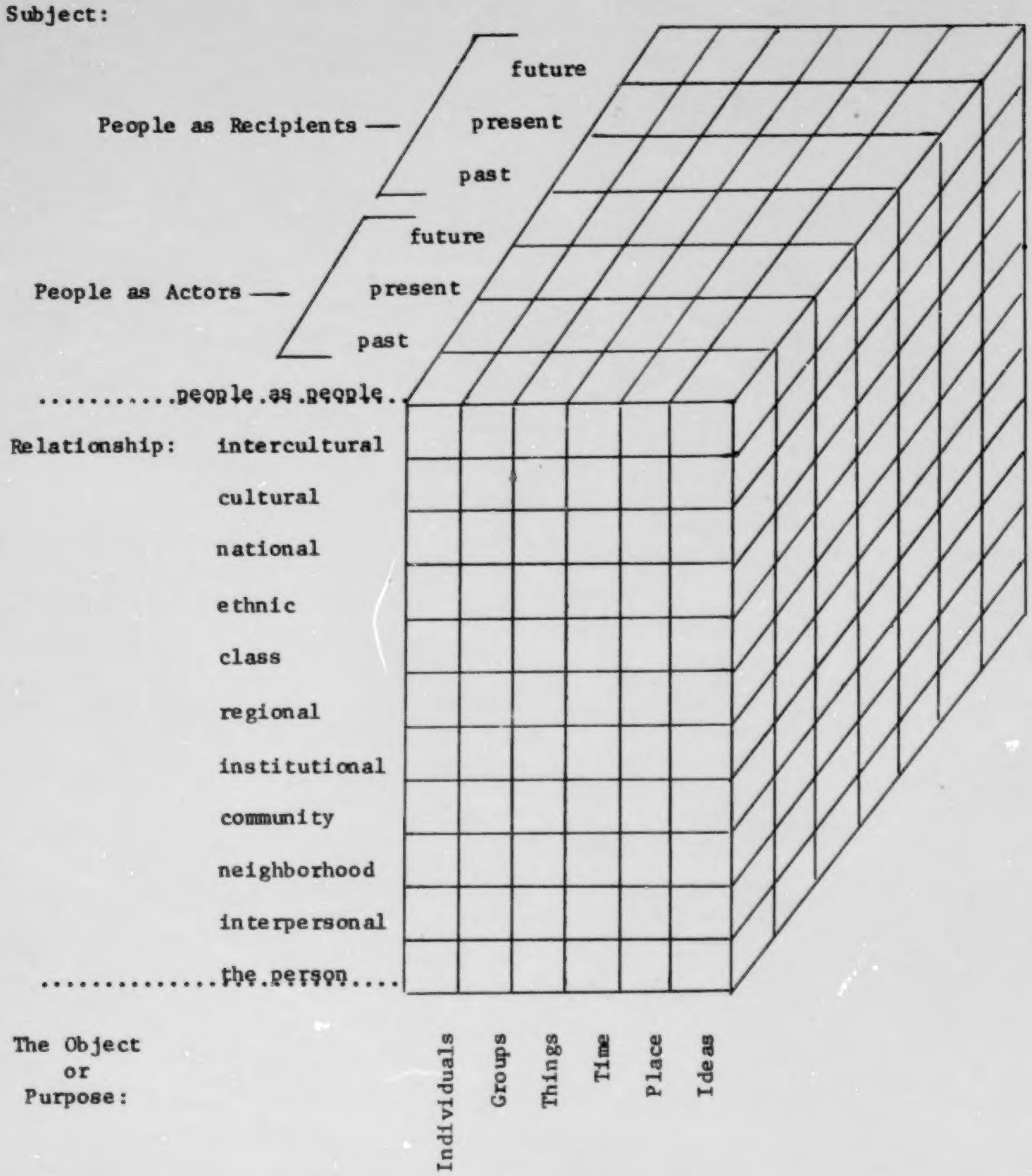
Now it is possible to define the Social Studies:

THE SOCIAL STUDIES IS THE STUDY OF PEOPLE AND THEIR RELATIONSHIP WITH THEMSELVES AND THEIR WORLD.

This definition now forms the potential scope, it sets the boundaries for the world of Social Studies and it may be diagrammed as follows:

THE MACRO-WORLD OF SOCIAL STUDIES
(The Potential "Content" World)

"SOCIAL"


Subject:
People as Recipients
future
present
past
People as Actors
future
present
past
people as people
Relationship:
intercultural
cultural
national
ethnic
class
regional
institutional
community
neighborhood
interpersonal
the person
The Object or Purpose:
Individuals
Groups
Things
Time
Place
Ideas

From the preceding diagram, the subdisciplines can be identified and differentiated according to specific kinds of content. This has been the advantage of unifying the subdisciplines and showing how each fits within the total Social Studies scheme. It can also provide a common vehicle for application to the world of reality outside the classroom. Perhaps an example would be in order. People in relationship to things is called economics, as actors in an interpersonal relationship we are speaking of producers or workers, as recipients in an interpersonal relationship we may call them consumers. A study of the person in a relationship with himself as a person may be called Psychology. Geography is the study of people in relation to place, and History in relation to time. And while each of the definitions suggested here is probably too narrow, the area of each subdiscipline can be identified and mapped to show where there are common concerns and to provide for multiple coverage where needed (or at least interdisciplinary coverage) and to eliminate duplication where it is not needed or essential.

Just as the mineral world in its MACRO conception or understanding of compounds and elements must be understood in terms of its MICRO aspects of molecules and atoms, so too an alternative view of the Social Studies must be understood and must provide for a MICRO world of processes, skills, and structure that are common within the MACRO world of Social Studies.

With this in mind, then, the first question is how,-what are the processes used by people - by the Social Studies in order to achieve understanding and/or results within the limits of the society and concerns of that society, how are the issues studied and problems resolved? The alternative process can be listed as separate entities even though in practice they cannot be so neatly divided and identified. The first three processes may be categorized as essentially irrational and reactive. They include:

the emotional process	i.e.	friendly-unfriendly, bias prejudice, protective, etc.,
the intuitive process	i.e.	based on a sudden(?) spur of moment insight or instincts,
and the attitudinal process	i.e.	which is basically a learned mind set e.g., optimistic-pessimistic liberal-conservative idealistic-realistic hedonistic-stoic (sense of duty).

The three remaining processes are rational and in general, require more time to arrive at solutions. However, it should be pointed out that these rational processes are not divorced from the irrational processes in any sense of the word.

The speculative or philosophic process which argues primarily deductively from principles. This process is frequently a justification after the fact, but often is the persuasive technique used to try to accomplish a specific goal.

The empirical or scientific processes which argue primarily inductively from the fact to principles and laws. Although the specific "scientific" process may vary from subdiscipline to subdiscipline, there is enough commonality that specific skills can be identified and listed as pervasive within the Social Studies discipline. This will be specifically addressed under the skills question below.

Finally, there is the "democratic" process, which essentially is a group process. Nondemocratic solving processes should also be considered here - such as conquest, bargaining, dictatorial or autocratic, and so forth, as contrasts. But since the American way is the "democratic" way, the label "democratic" should remain.

Regardless of the process used, the Social Studies will require certain skills. It is difficult to define or identify the irrational skills and it is probably impossible to teach them beyond achieving an awareness of when they are being used. However, the rational skills can be identified, generalized and taught. These are: (at least)

OBSERVATION or FACT FINDING, the specific means of fact finding may vary from subdiscipline to subdiscipline, but all would fact find. Sociological fact finding may take the form of a poll. Historical fact finding may take the form of research to and from primary sources. Anthropological fact finding may take the form of living in the culture or digging for artifacts, and so on.

ANALYSIS or understanding is an attempt to draw the inferences from the facts found and thereby arrive at principles or alternatives from which decisions or conclusions can be made. Intuition may play a large part in this, but practice is essential.

JUDGEMENT or PROBLEM-SOLVING is an attempt to select those principles or conclusions which best explain the phenomena under consideration or to select those alternatives which will best solve the issue or conflict under consideration.

PLANNING is a skill which will most likely involve negotiation and compromise to arrive at an agreed upon achievement. It will most certainly involve the budgeting of time, money and talent.

and ACTION will involve the alternative skills of leadership and membership as well as the skills of securing commitment and involvement.

The final question which must be asked is, "What gives structure to these processes and skills?" or, "When are these skills and processes useful i.e., in what context?" The response to this question is that the needs and values of man and/or his society will form the context within which the skills and processes will be used. These needs and values can be listed in something of a hierarchical ascending order:

Cultural - Lifestyle	History
Aesthetics	Philosophy
Moral - Ethical	Religion
Knowledge	Art/Culture
	Psychology
Control, Politics, Legal	Public Relations
Actualization	Political Science

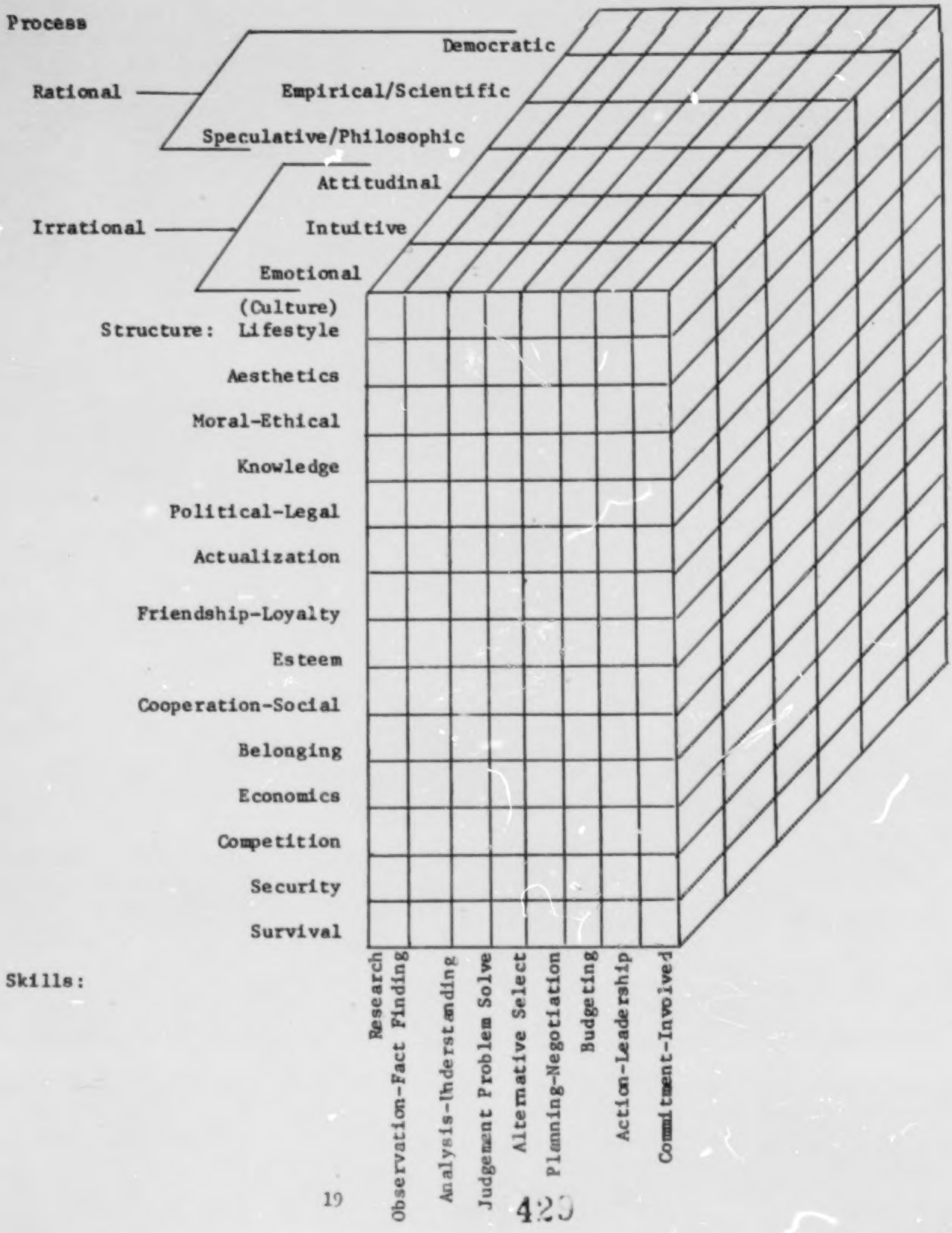
Friendship - Loyalty Esteem Cooperation - Social Belonging	Sociology Anthropology
Economics Competition Security Survival	Economics Environmental Geography

It should be stated that the human needs addressed in this above list are taken from Abraham Maslow's needs, and that values represented on the list may very well be incomplete. To the extent possible, the needs and values have been identified as to their coverage within the current subdiscipline areas. It will be agreed that exclusiveness represented on this diagramatic presentation does not exist in practice. There is overlap, to be sure, and perhaps there should be, but at present the overlap is incidental and unplanned.

Now this MICRO world can also be schematically represented in the same manner as the MACRO world before. It should be observed that within each of the frames presented in the MACRO world there is a MICRO world as represented on the following page:

THE MICRO WORLD OF THE SOCIAL STUDIES
(The Potential LOGISTICAL World of Skills, etc.)

"STUDIES"


Process
Rational
Democratic
Empirical/Scientific
Speculative/Philosophic
Irrational
Attitudinal
Intuitive
Emotional
(Culture)
Structure: Lifestyle
Aesthetics
Moral-Ethical
Knowledge
Political-Legal
Actualization
Friendship-Loyalty
Esteem
Cooperation-Social
Belonging
Economics
Competition
Security
Survival
Skills:
Research
Observation-Fact Finding
Analysis-Understanding
Judgement Problem Solve
Alternative Select
Planning-Negotiation
Budgeting
Action-Leadership
Commitment-Involved

There is an advantage in redefining and constructing the world of Social Studies in this way. It can be discovered and illustrated as a three dimensional world and that all the parts of that world are integrally related. It is a unified world. Secondly, it can be discovered thatthe foundation of the Social Studies is the person and that "person" as a person in an individual capacity is the cornerstone of the whole structure. This is frequently forgotten or ignored in the traditional definition of the Social Studies. Within the MICRO world "survival" is the base or foundation of the structure, and emotion (or bias) and research (or study) help to form the cornerstone of the study that is the Social Studies. By the same analogy, the ultimate goal, the highest spire to which we might aspire in this construction, might be the commitment to rational democratic process in accepting and valuing the lifestyles, the principles and ideals of our real diverse,multicultural world for ourselves now and for our children in the world of tomorrow.

OTHER DEFINITIONS:

It should be stated that the two definitions or alternatives views given above are not necessarily exclusive even though they may seem miles apart. Nor are the views given the only definitions of the Social Studies available. Another definition that may be helpful and which could be applied to either view is, . . . "Social Studies is the study of man's attempt to live, at anytime and/or any place, a life which is in keeping with his understanding of the reality that includes his nature, his environment, his survival within that environment, the community in which he lives, the nature of his relationships to things, people and God, his moral and ethical behavior and his attempt to find order, harmony, and beauty among these realities."

In any definition of the Social Studies, people and their relationships must play an important part.

Our District has neatly defined the role of the Social Studies also, although at the time, it was talking of its general goals of education: "The function of the schools in our society in general, and School District #81 in particular, is to assure, within a democracic framework, learning experiences that will help children and youth develop skills and attitudes necessary to function in their universe. The process should focus on the worth and dignity of each individual and his right to freedom of choice as an ethical and responsible citizen. Since change is a constant in our society, the persons responsible for education in School District #81 must continually reconcile practice with philosophy."

It is probably important to point out that of all the subdisciplines within the Social Studies, those most likely to be integrative of all the subdisciplines are Philosophy and Comparative Cultures,which are not taught,and History which is. Of course, much depends upon how these subdisciplines are taught by the individual teacher.

POINTS OF FOCUS WITHIN SOCIAL STUDIES STATUS AND DEVELOPMENT:

Once the definition of the Social Studies is decided, then working within the goals of the District, some decision must be made concerning the purpose of Social Studies instruction - "What are we teaching the Social Studies for?" The importance of this question can be seen by giving two of the answers possible and pointing out the potential impact of those answers in the planning process.

1. If the response states that the purpose of Social Studies instruction is college preparation, then those who plan must emphasize the academic, the theoretic. They must aim at providing information i.e., facts and concepts. The procedures and materials to do this most comprehensively and quickly and found in the expository processes of lecture and textbooks.
2. If, on the other hand, the response states that the purpose of Social Studies instruction is intelligent participation in the community, then those who plan must emphasize the practical, the useful. They must aim at providing the skills of participation in and influencing the social decision-making and implementation processes. The procedures and materials to do this most comprehensively and quickly are found in activities, role playing, simulations, etc., which provide samples of situations in which those skills might be used.

The difference between the two answers can be illustrated by the training of a football team. In the first case, no practice would be necessary, only a blackboard. But if the game must be actually played, long hours of physical practice at the skills are necessary, and under simulated (scrimage) game conditions. It might seem logical that the second definition of purpose is closest to the mission of the common schools.

Thus, the second point of focus is the purpose of Social Studies instruction. Other answers and combinations of answers need to be considered. It will be the work of succeeding committees to provide these answers, and of the principals to select and approve the answer recommended. But these three questions need some sort of response:

1. Why are we teaching our current program?
2. Should every student take . . . (Sociology) . . . ? Why?
3. Should any student take . . . (Sociology) . . . ? Why?

The remainder of this report will focus in turn in each section on the content, methods, and media of the Social Studies, both as it now exists and as trends seem to indicate it might exist. The points of view and the purpose of the Social Studies does make a difference in the future of this study, but the body of the remainder of this report can be pointed or shaped to the direction of any of the points of view or purposes adopted.

For the purpose of this report the term, "CONTENT", shall be used to refer to the "subject matter" of the discipline or subdisciplines. In general, the content can in turn focus on knowledge facts and concepts, or the skills, or the values and/or attitudes in the disciplines and subdisciplines.

Knowledge focus lends itself very well to the traditional points of view. Skill competency lends itself well to alternative views. These have been discussed in some detail above. Thus, it might be well to discuss briefly here, values and attitudes and the opportunity for students to learn or modify Social Studies values and attitudes within the school system.

The term, values, shall refer to an individual's ranking of desirability or worth of a thing (money) or state (security). The system by which he does this ranking is called an attitude. The two are almost inseparably intertwined but they can be identified. Values and attitudes almost always occur in conflicting pairs - at least as far as discussion is concerned. The pairs tend to form a continuum from one to the other and actual choice or decision may depend upon the momentary experience. Many choices at one end or the other of the continuum form an identifying characteristic of the individual. Some examples may help to clarify:

Values

Freedom - Security
Growth - Stability
Efficiency - Effectiveness
Comfort & Ease - Involvement
Justice - Power
System - Creativity
Independence - Participation

Quantity - Quality
Peace & Quiet - Progress
Rights - Responsibility
Loyalty - Self-Fulfillment
Individuality - Conformity
Manageability - Human Concern
Objectivity - Personal View

Attitudes

Optimism - Pessimism
Idealism - Realism
Liberal - Conservative
Hedonism - Stoicism (duty conscious)

As an example: if one is optimistic, he tends to value freedom, if pessimistic, he tends to value security. The hedonist tends to place a higher value on rights and pleasure, the stoic will place a higher value on responsibility.

The content of the Social Studies, then, should focus on each of these four areas (knowledge, skills, values, and attitudes) and the questions then arise . . . when? and to what degree? In comparison, how important is the memorization of facts to the learning of concepts? Is it more important to know the facts or to know how to get the facts? To what degree can controversial values be discussed? These are among the questions that will eventually need to be addressed and answered in establishing a District Social Studies program. This response will be answered in the Goals and Objectives Report.

Focus on methods in this report will refer to learning/teaching methods, rather than specifically to Social Studies skills. These methods include such things as lecture, inquiry, simulation, questioning techniques, etc. In part, the methods are dependent upon content focus. In a knowledge focus the best technique may be lecture, in a skill focus the best technique may be inquiry or simulation. These determinations will be made in the Program Document as options for the individual teacher.

Focus on materials will refer to a study of the textbooks, film, filmstrips, recordings and the like, through which the learner can achieve the content of the District program. Under this focus decisions will eventually need to be made on whether a single textbook system should be adopted (if so, which system), or should the adoption be a multiple text system. Perhaps alternative text systems should be offered depending upon the reading level of the students within the school. What film and media should be purchased? Which games and simulations? Are there units which we may need to develop ourselves? These are questions that will receive a response in the Alternatives Report.

One further definition may be necessary. When the term, "traditional," is used throughout this report, it is intended to mean that course or structure is content (fact or concept) oriented. In general, the standard textbook and/or teacher lectures centering on dispensing information tend to form the content of the course. The course is teacher-centered in that discussion and response are directed to and from the teacher. The classroom arrangement is typically rows of students facing the teacher.

This report will now center in on these things as they are now, and as they might be. It will be up to the committees and the principals to determine what changes, if any, should be made.

THE NEED FOR A SOCIAL STUDIES SCOPE AND SEQUENCE STUDY

The last time a full-scale scope and sequence plan of study was considered and adopted was in 1962. At that time the emphasis of the scope and sequence was primarily focused on knowledge in the geographical and historical subdisciplines. This was consistent with tradition, the mood of the nation, and textbook construction of that time. However, since that time many changes have taken place, particularly in regard to the content of the Social Studies and in the construction of textbooks. A focus has developed on the concepts of the Social Studies subdisciplines (e.g., Economics, Sociology, the environment, etc), and these have been tied together into an interdisciplinary developmental approach K-8. The contrast between the two lies in the fact that in the first instance, the country or geographical area is highlighted, the culture and environment is primary, and the economics (etc.), is accidental. In the second instance the reverse is true; the economic, social, or political (etc.) concepts are highlighted, the country or geographical area is accidental or planned to provide specific example or contrast, and the culture of a country or geographic region may not be touched upon at all. Depending upon the learning system (textbook series or teacher preparation), examples may be chosen from totally divergent areas of the world so that the context sequence adopted in 1962 no longer is a viable approach. For example, to achieve the economic concept of specialization, the examples may vary from San Paulo, Brazil, to Moscow, Russia, to Moscow, Idaho, U.S.A.

In addition, in recent years (the past five) movement has been made from content as knowledge (fact or concept) oriented, to content as skills oriented and beyond, to content as values and attitudes oriented. This latter is still in the stage of development. Aside from basic textbook construction, most publishers have progressed from just textbook materials available to multimedia and/or kit materials and systems. These kits at the elementary level include films, filmstrips, recordings, charts, etc. Secondary programs or systems offered by the publishing companies are frequently not only multimedia, but also multi-text.

Finally, in the area of methods, the Social Studies have progressed from processes which found the teacher as a dispenser of knowledge content to processes which find teacher and learner actively involved in discovery and inquiry activities often living the roles which incorporate the concepts, skills, values and attitudes. Consequently, the lecture, read and answer, is giving way as a sole or primary instruction technique and living opportunities to learn, role-playing, simulation, open-ended discussion and the like are becoming viable alternatives. The "Social Studies" are becoming more "social" in their approach.

Because of these developments, if for no others, the District Social Studies program should be reassessed. The past dozen years have made the 1962 scope and sequence obsolete. It should be pointed out that the District program has been twice reviewed since 1962. Changes were made in 1969 and 1972. These changes were primarily at the elementary level and were essentially textbook adoptions. At the secondary level courses have been added, deleted or made optional periodically throughout this period. Course additions have been made because of the particular abilities, interests, and persuasiveness of an individual teacher (e.g., the Humanities, women's studies) or because of a pressure from some segment of our society (e.g., minority studies). Deletions (Personal Law) and making optional (World History) of courses has occurred in the same way, though student interest and demand, as expressed in enrollment, has played a part. Another way of saying this is that changes have occurred on something of a haphazard basis, as a response to an individual, isolated case in point. Again, as a result, the 1962 program has become obsolete and no longer operative. Effectively, then, there is currently no consistent, planned program of study within the Social studies disciplines. Within the individual schools, and frequently the individual classroom, the program may vary from the 1962 program to various programs piloted over the years (e.g., Senish's, Our Working World Series, and MACOS) to the latest textbook adoption, to the teachers doing their own thing.

There is a framework from which a new Social Studies program scope and sequence can be built. In August, 1973, the Spokane School District Board of Directors adopted a series of eighteen goals, each and every one of which enters the realm of the Social Studies and its subdisciplines. Those goals can offer the opportunity to change the Social Studies program from its traditional concept to a program that is consistent with trends in content, materials and methods, and still embody the best of the traditional approaches. A more detailed look at those 18 goals may be helpful:

A. GOALS OF INTELLECTUAL DEVELOPMENT

1. DEVELOP BASIC SKILLS OF COMMUNICATION, COMPUTATION AND INVESTIGATION

Investigation and modes of investigation are among the distinguishing features of each of the subdisciplines. The range is from research in History and digging in Anthropology and Archeology through Observation in Psychology (etc.), to poll survey in Political Science and Sociology (etc.). Computation is an essential ingredient of distance in Geography, time in History, and budgeting of time, money and talent in Economics. Communication is coextensive with the Social Studies. Social issues are the most common topic about which people communicate.

2. DEVELOP CRITICAL THINKING AND DECISION-MAKING ABILITIES

Each of the subdisciplines has a process of critical thinking and decision-making. It is the Social Studies which provides the arena in which future decisions will be made. Critical thinking must center around the impact decisions will have on the society, the environment in which that society lives, the economy of that society, its enforcement codes and methods, and its lifestyle . . . all are aspects of the Social Studies.

3. DEVELOP SELF-RELIANCE IN LEARNERS

Economics and Psychology are immensely involved if the achievement of this goal is to be realized. Skills of independence in society, contribution and interdependence must also be spoken to if society as a whole is to benefit. To some extent, method is at issue. Schooling (i.e. lecture, etc.) tends to increase dependancy. Inquiry, simulation, etc., tends to increase self-reliance.

4. DISCOVER AND NURTURE CREATIVE TALENTS OF INDIVIDUALS AND GROUPS

The comments made under Goal 3 above apply equally here. It is the society as a whole that benefits. Each person and his talents contributes to the overall benefit of the society and its lifestyle. Adam Smith expressed this concept at the foundation of Economics as a subdiscipline in 1776. It is from the self-interest of the individual that society profits.

B. GOALS OF CITIZENSHIP AND CIVIC RESPONSIBILITY

These goals speak so directly to the Social Studies content and skills that no comment is necessary beyond their listing:

5. DEVELOP HUMAN VALUES WHICH LEAD TO RESPONSIBLE PARTICIPATION IN A DEMOCRATIC SOCIETY

6. DEVELOP AN UNDERSTANDING OF MAN'S RELATION TO HIS ENVIRONMENT AND A COMMITMENT TO THE WISE USE OF RESOURCES

7. DEVELOP ABILITIES IN BOTH RESPONSIBLE LEADERSHIP AND GROUP MEMBERSHIP

C. GOALS OF SOCIAL DEVELOPMENT AND HUMAN RELATIONS

These goals speak directly to the Social Studies values and attitudes so that no comment is necessary beyond their listing:

8. DEVELOP AN APPRECIATION FOR OUR AMERICAN HERITAGE

9. DEVELOP A RESPECT FOR PEOPLE WITH OTHER CULTURAL BACKGROUNDS AND VALUE SYSTEMS

10. DEVELOP RECOGNITION OF MAN'S INTERDEPENDENCE AND HIS NEED TO WORK WITH OTHERS FOR HUMAN BETTERMENT

D. GOALS OF DEVELOPING ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY

Economic independence is dependent upon vocational opportunity. These goals are so interrelated to previous goals that very little further comment is necessary. However, it should be pointed out that Economics is a subdiscipline of the Social Studies as currently embodied at the secondary level.

11. DEVELOP AN AWARENESS OF CAREER OPPORTUNITIES

12. DEVELOP THE SKILLS NECESSARY TO FUNCTION EFFECTIVELY IN HIS ECONOMIC SYSTEM

    The learner must know both theory and practice of that economic system and its alternatives. He must acquire the practical skills to function within that system.

13. DEVELOP THE ABILITY TO ADJUST TO THE CHANGING REQUIREMENTS OF A PRODUCTIVE ADULT LIFE

E. GOALS OF MORAL AND ETHICAL CHARACTER

14. DEVELOP AND CLARIFY ONE'S PERSONAL VALUES IN RELATION TO INDIVIDUAL INTEGRITY AND RESPONSIBILITY TO OTHERS

    Goals 13 and 14 need to be balanced: Flexibility is spoken about in 13, standards and principles of life in 14. There is a philosophy of life involved, there is character identification, there are also religious implications. Economic, social, and political values need to be studied and confronted so that the learner has an opportunity to develop his philosophy of life. This means that someplace along the way an integrated approach to the Social Studies is needed.

F. GOALS OF SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL WELL-BEING

Since these goals must be fitted into the framework of the community, the culture and the society in which the learner lives, the Social Studies is intregally involved. The goals are self-explanatory.

15. DEVELOP COMMITMENT TO MAN'S PHYSICAL AND MENTAL WELL-BEING

16. DEVELOP AESTHETIC AWARENESS AND APPRECIATION

17. DEVELOP THE SKILLS AND AWARENESS THAT LEAD TO A POSITIVE SELF-IMAGE AND THE ABILITY TO COPE WITH THE REALITIES OF LIFE

18. FOSTER THE ASPIRATIONS THAT WILL ENCOURAGE EACH INDIVIDUAL TO BECOME ALL THAT HE IS CAPABLE OF BECOMING

It is within these goals and the recent developments of the Social Studies that the current study must analyze the District program in the Social Studies. It is to these goals and objectives that any change, if needed, must respond. The first step in this process is knowing what is going on now in the District's Social Studies program.

THE STATUS OF THE SOCIAL STUDIES IN SPOKANE SCHOOL DISTRICT #81

In 1962 the required scope and sequence of the Spokane Schools was identified and adopted:

Kindergarten	Interpersonal Relations
1st grade	Home & Family
2nd grade	Community-Neighborhood
3rd grade	Local History
4th grade	State and Regional Geography
5th grade	U.S. History, Geography, Canada
6th grade	Latin America (3rd World Cultures)
7th grade	Pacific Rim and European Background
8th grade	U.S. History
9th grade	Washington History/World Geography
10th grade	World History
11th grade	U.S. History
12th grade	Current World Problems/Economics/Government

This program,with some minor modifications, is still the program of District #81. The basic modifications are at the 5th grade level, U.S. History from discovery and its causes through the establishment of the United States; 8th grade, from the foundation of the United States through the Civil War and Reconstruction (up to 1900); and at the 11th grade, U.S. History, the Modern Era (from 1900). At the Freshman (9th grade level), Urban Geography, Northwest History, and Career Education have been identified as acceptable alternatives to the state requirement. At the Sophomore (10th grade) level, World History has been made optional and Sophomore Humanities has been identified as an acceptable alternative. Enrollment in Sophomore Social Studies is something less than optimum. At the Junior level, Junior Humanities and/or American Studies provides an alternative to United States History as such. The Senior requirement has been modified to include the state mandated Current World Problems in such course alternatives as Senior Humanities, P.E.G. (Politics, Economics, and Government) and certain community involvement kinds of courses.

In addition, the following elective courses have been offered as a part of the scope of the Social Studies at the secondary high school level: (The actual existence of any of these courses in any given semester is contingent upon enrollment.)

- The Great West (alternative to Washington History)
- Russian History
- Kaiser to the Führer
- Psychology
- Sociology (taken by most high school students)
- Anthropology
- Comparative Religions
- Future Studies
- Behavioral Sciences
- Practicum In Community Involvement
- Community Volunteers
- Know Your Community
- Minority Studies
- Women's Studies
- Urban Problems
- Logic
- Consumer Economics (included within Economics senior requirement)

Although the adoption of recent textbooks and materials tends to indicate the continuation of this scope and sequence, it would not be entirely unfair to state that the scope and sequence as listed above (especially on the elementary level), is a title-only scope and sequence. The nature of the textbooks recently adopted has already been discussed. (see preceding pages 15-16.) Except where teachers are using the older textbooks, even in specific pilot programs which have hung on (MACOS and Senish projects) the subdisciplines of the Social Studies more accurately reflect the learning opportunities of the children in District #81. Those schools using the older materials and sequence can easily be fitted into a more accurate picture of the Social Studies program in the District.

In order to arrive at a clearer picture of what is going on in the Social Studies at the elementary level, the following procedures were used: The researchers first contacted the elementary principals' representatives on the Superintendent's Cabinet and discussed with them the need to survey and observe. From these principals we took direction as to the kinds of things that ought to be observed. These principals also recommended the specific schools in which the data gathering activities might take place. The researchers had only one stipulation, that is, there was to be a balance of schools in terms of the socioeconomic status patrons of the schools. With these directions in mind, then, the conclusions which will follow below are based on direct observation in six schools (40 classrooms) and conversations with ten principals and over 100 teachers. This is from a possible total of 38 schools and principals and from 555 classrooms and teachers at the elementary level exclusive of kindergarten. As near as the researchers could tell, all the teachers they were directed to observe were well experienced teachers. There are some cautions with which these conclusions must be digested:

1. The researchers were not experienced elementary school observers. Both, however, did have teaching experience. One has had two years teaching experience, mostly at the secondary level, the other, twenty years, mostly at the secondary level and in Social Studies. This had one distinct advantage in that the observations and interviews were entered into at the beginning without preconceived notions as to what the program was or ought to be. The disadvantage is that the researcher may have missed many important clues as to what really happens in Social Studies classes on a day-to-day basis when observations are not taking place.

2. The researchers realize and the reader should be aware that it is grossly unfair to arrive at any conclusions about an individual or an individual program based on a one-time observation. However, these conclusions must be based on two important assumptions. First, the assumption was made that sample observations made are sufficient to provide an accurate picture or pattern upon which to base conclusions. The safety factor is in the number of people observed and interviewed, not in the individuals. Secondly, since the teachers knew in advance that they would be observed and since they knew the purpose of the observation, the assumption must be made that the researchers were treated to what the teachers considered the best or most ideal learning opportunity as an example of daily activity. Again, the importance lies in the emerging pattern, not in the individual effort. Further, as a safety valve, the discussion with teachers after or before observation allowed teachers the opportunity to state their frustrations or excitement with what they were doing.

3. The final caution with which these conclusions must be viewed is the timing of the observations. They were made early in the school year, some six weeks after the opening of school. Classroom adjustments were still being made in some of the schools visited. All the teachers involved were also involved in adjusting to the adoption of new programs in reading and in science. Teachers at this time were probably to some extent still engaged in the assessment of the abilities and needs of their students. Had the observations occured at another time, the emerging pattern may have been different or more varied. The only mitigating factor to this caution is the foreknowledge on the part of the teacher that observation would take place.

Now, throwing caution to the winds and rushing in where angels fear to tread, the following is the apparent pattern or status of the Social Studies at the elementary level:

CONTENT

In general, the textbook selected has a tendency to determine the scope and sequence of the Social Studies program. An investigation of the textbook inventory list of 22 elementary schools was one means used as a basis of determining the scope and sequence of elementary Social Studies programs. In the breakdown that follows, a matrix shows the program of the Social Studies at each grade level. The program is identified by the subdisciplines as consciously provided for within the texts themselves. This determination is made by examination of the table of contents, a quick scan of the printed subject matter, and discussions provided in Teachers's editions of textbooks.

The following is the format in which the content is analyzed:

	Anthropology	Cultural Awareness	Economics	Environment	Futures Studies	Geography	History	Philosophy	Political Science	Psychology	Religion	Sociology
Title Publisher Date of Publication												

The analysis refers only to inclusion of subdisciplines in a textbook, and no attempt is made to judge the quantity or quality of the presentation; nor are specific concepts covered in this analysis. For example, psychology may refer to the development of a positive self-concept at the first grade level.

The analysis of texts does not give an indication of the usage in a building, but a lack of availability of the textbooks does indicate the books are not being used.

Comments within the following matrixes are intended to be illustrative instead of inclusive. The main idea is to exemplify what is being done in the classroom.

GRADES 1-2: HOME, FAMILY AND NEIGHBORS

The Social Studies program seems so basic to the curriculum that it is indistinguishable from daily activities. Art projects may center around the family. Discussions often involve events and people that are a vital part of the neighborhood. The first year program has such an important emphasis on social skills - such as living together in a classroom community - that there is little attempt to break Social Studies into subdisciplines within the student's frame of reference. The goals and objectives of textbooks and teacher materials may be identified as specifically referring to subdisciplines. There does seem to be a program that is common to all schools despite the apparent lack of a standardized textbook. Differences in the program are more apparent in timing, depth of study and emphasis.

	Anthropology	Cultural Awareness	Economics	Environment	Future Studies	Geography	History	Philosophy	Political Science	Psychology	Religion	Sociology
The Social Sciences: Concepts and Values - Blue Level Harcourt, Brace, and Jovanovich - 1970	No	Multi	Occupations	Extensive	No	Mapping Homes	Geneology	No	No	Identity	No	Friendship
The Social Sciences: Concepts and Values - Red Level Harcourt, Brace, and Jovanovich - 1970	No	Multi	Products and Services	Extensive	No	Globes	No	No	Leadership Roles	Groups	No	Families, Interdependence
Schools, Families, Neighborhoods Multi-media Kit Field Educational Publications - 1970	Customs	Yes	Needs	Yes	No	Resources, Locations	Holidays	No	Rules	Extensive	Culture	Socialization, Interdependence
Billy's Neighbors Follett - 1957	No	White Heritage	Stores	No	No	Farms	Holidays	No	No	Friends	No	Job Roles
Teacher Prepared Materials	?	Yes	?	Yes (bulletin board)	No	?	Holidays	No	Class Rules	Self-Concept	No	Yes

GRADE 3: LOCAL HISTORY

A transition takes place as the students are able to read from a textbook. Available reading material hastens the development of a Social Studies curriculum that is consciously divided into subdisciplines. Third grade students may not be aware of all the technical terms, but the division of Social Studies into fragmented sections begins.

The adopted textbook more and more determines the Social Studies content. The tendency begins for the content to become knowledge (fact and concept) oriented rather than skill and value orientated in areas other than Geography.

	Anthropology	Cultural Awareness	Economics	Environment	Future Studies	Geography	History	Philosophy	Political Science	Psychology	Religion	Sociology
The Social Sciences: Concepts & Values Green Level Harcourt, Brace and Jovanovich - 1970	Yes	Extensive	Resources & Trade	Climate	No	Mapping Climate	Colonization	Ideas & Language	Law	Interaction	Yes	Communities
Working Together Follett - 1954	Clothing & Food	Native American	Extensive	No	No	Incidental	Incidental	No	No	No	No	Communication
Teacher Prepared Materials	?	Indian Units	?	?	?	Yes	Yes	?	Yes	?	?	?

GRADE 4: STATE AND REGIONAL GEOGRAPHY

Regional Studies published by Scott, Foresman and Company is almost exclusively used by the teachers who were observed. This text determines the content of Social Studies at this level.

There was almost universal concern among 4th grade teachers surveyed concerning the readability of this particular textbook. However, the positive attitude toward the content of the book contributes to its acceptance as the most frequently used book in the District at this level. The greatest concern tended to be expressed by those teachers drawing students from low socioeconomic areas of the city. Teachers with students of high ability tended to accept the textbook as a challenge for those learners.

Our Washington, a textbook published by Cascade Pacific Books, is available in many 4th grade classrooms. Survey results indicated that the book is not used extensively.

	Anthropology	Cultural Awareness	Economics	Environment	Future Studies	Geography	History	Philosophy	Political Science	Psychology	Religion	Sociology
Regional Studies Scott, Foresman - 1970	Extensive	Multi	Market Systems and Budget	Natural Features	No	Man-made Features	Factors of History	Inter-disciplinary	Factors and Terms	Incidental	Way of Life	Group Formation
Regions and Social Needs Laidlaw - 1972	Yes	Multi	Resources	Environment	No	Skills	Yes	No	Purpose of Government	No	No	No
Our Washington Cascade Books - 1960	No	Incidental	Economic Base of Washington	Yes	No	Regional	Yes	No	No	No	Exploration and Settlement	No

The textbook used (Regional Studies) is extensive. Few teacher prepared materials have been surveyed at this grade level.

GRADE 5: UNITED STATES HISTORY

The variety of content at this grade level is determined by the three adopted textbooks. The scope is basically as determined by the title - U.S. History, but the sequence varies according to the textbook used. In the sample studied, the most common adoption was The Changing New World. This is reflected in that it is the only 5th grade textbook available in a number of schools and is available as an alternative in 18 of the 22 schools surveyed. Of the more recent adoptions, This Favored Land, is available in two schools. Many Peoples, One Country is available in two schools. The Social Studies and Our Country is available in four schools.

The apparent use of The Changing New World is difficult to understand. The book is old (1964), offers stereotyped images of minority groups in America, and reflects the approach to Social Studies of the early 1960's.

Teacher-developed units for this grade are extensive.

	Anth.	Cul. Aware.	Econ.	Envir.	Fu. Std.	Geog.	Hist.	Phil.	Pol. Sci.	Psych.	Relig.	Socio.
Canada and Our Latin America Neighbors Laidlaw - 1968	No	Yes*	Yes*	Yes*	No	Skills	Yes*	No	Yes*	No	Incidental	No
Changing New World Silver Burdett 1964	No	White Heritage	Historical	Incidental	No	Historical	Main Emphasis	No	Constitution	No	No	No
In These U.S. and Canada D. C. Heath - 1965	Yes	Incidental	Extensive	Extensive/ Economic Emphasis	No	Historical/ Regional	Regional	No	Incidental	No	No	Immigration and Culture
Social Studies and Our Country Laidlaw - 1970	Native American	Incidental Except Nat-) ive Am. is Good)	Historical	Yes	Yes	Historical	Factual Emphasis	No	Historical	No	Incidental	Historical
This Favored Land MacMillan - 1971	No	Incidental	Extensive	Extensive	No	Yes	Reading Skills Emphasized	No	No	No	No	No
Your Country and Canada Ginn - 1961	No	No	Factories & Mines	Incidental	No	Historical	Factual Emphasis	No	Incidental	No	No	No
Teacher Prepared Materials	?	Yes	?	?	No	Yes: Skills	No	?	Yes	?	?	?

* surveyed according to the country being studied

GRADE 6: LATIN AMERICA AND THE THIRD WORLD

The greatest variety of textbook usage exists at this grade level. The variety of textbooks lends itself to learners of different (reading) abilities. In one school, a 4th grade textbook, Web of the World is used with some 6th grade students. Another school uses three different texts depending upon the teacher-assessed ability needs of the students within the group the teacher instructs. Also at this level, certain pilot programs have been attempted and only recently dropped (MACOS). Teacher-developed units and materials were prominent at the 6th grade level.

	Anthropology	Cultural Awareness	Economics	Environment	Future Studies	Georgraphy	History	Philosophy	Political Science	Psychology	Religion	Sociology
Inter-American Studies Scott, Foresman - 1970	Yes*	Yes*	Yes*	Yes*	No	Yes*	Yes*	No	Yes*	No	Cultural	Yes
Social Sciences: Concepts and Values Harcourt, Brace and Jovanovich - 1970	Yes	Extensive	Growth & Control	Extensive	No	Yes	Incidental	Cultural and Environmental	Powers & Rights	Social	No	Inter-societies
The Social Studies and Our World Laidlaw - 1970	Yes	Yes (Pictorial)	Extensive	Yes	Yes	Incidental	Main Emphasis	Comparative: East & West	Extensive	No	Incidental	Yes
The Story of Latin America Field Educational Publications - 1970	Yes	Life Styles	Extensive	Economic	No	Incidental	Yes	Security vs. Responsibility	Problems of Independence	Yes	No	Yes
Teacher Prepared Material	Yes	?	Yes	?	?	Yes	Incidental	?	Student Today	?	No	?

* covered in terms of factors and skills as regards the particular country under study

METHODS

The basic approach to Social Studies at the elementary grades is traditional as appropriate to that grade level. At the primary level the activity is basiccally teacher centered discussion with teachers drawing from the child's experience to arrive at teacher directed, calendar directed, or textbook and/or kit directed concepts. The primary grades showed a variety of ways of teaching.

Beginning at the 3rd grade and continuing throughout the intermediate grades, there is an emphasis placed on reading comprehension.

Classroom observation was planned as a means of determining some of the ways teachers helped their students learn. These teachers were notified in advance when their classrooms would be visited. The teachers had the opportunity to plan the classes that would be observed. Presuming that the teachers would "present" themselves and their class to observers in what they consider a "good teaching environment" is an assumption that was made. At the intermediate level, with only three exceptions, a "good teaching environment",as defined by the actions of the teachers and students was: teacher oriented; textbook oriented; discussion oriented; and teacher directed question and answer oriented. There is a need for integrating reading and Social Studies. The question that arises is: "Are there other skills such as inquiry skills, writing skills, research skills, group dynamics skills, oral presentation skills, etc., that are important enough to take time away from reading and the Social Studies?"

In the three exceptions noted above, role-playing and small group inquiry-discussion were the important ways of teaching that were used. It may be interesting to note that all three exceptions occurred in schools located in low socioeconomic areas. This statement is not meant to imply anything beyond the notation of an interesting phenomena. This phenomena must be understood in light of the cautions with which this exposition began.

MATERIALS

It has been stated that the materials determine the scope and sequence of the elementary Social Studies. The exceptions to this statement are teacher prepared materials and community resources.

OBSERVATIONS

1. There appears to be an attitude among the teachers that each child comes to them as a tabla erasa. For this reason, if no other, an essential purpose of the scope and sequence development this year should be to inform teachers as to the expectations they may anticipate from the incoming learners. This observed lack of intercommunication occurs not only between the elementary and junior high schools, but also between the junior high and senior high schools. This same lack of intercommunication is noted between each and every grade within the elementary schools. For example, identical geographical

skills were observed as being taught on each grade level 3-6. These same skills are repeated at the 7th, 8th, and 9th grade levels and again at the 11th grade.

2. It seems strange that the Scott, Foresman series has been adopted and is used at the 4th and 6th grade levels. The 5th grade Scott, Foresman textbook, United States Studies, is not on the approved textbook list.

   The Harcourt, Brace, Jovanovich series, The Social Sciences: Concepts and Values, has been purchased for grades 1, 2, 3, and 6. Grades 4 and 5 have not adopted this series.

3. This analysis represents a more or less superficial glance at current scope and sequence. More detailed analysis of specific content quantity and quality within the subdisciplines in terms of knowledge (concepts), skills, values, and attitudes should be made at the time of consideration of specific adoptions at the appropriate levels and subdisciplines.

4. The subdisciplinary approach to the Social Studies is fragmented, especially above the 3rd grade level,in that the subdisciplines are presented in separate units or chapters.

5. The traditional approach to Social Studies, as observed, provided a structure that enabled the students to express their interest and involvement in an enthusiastic manner. The students were enthusiastic and involved. In light of the acceptance of the current program methods, and further, in light of the adoption of an activity oriented science program, perhaps the Social Studies should remain more traditionally oriented at this level of instruction.

According to the principals (10) surveyed, including those who served as representatives to the Superintendent's Cabinet:

6. Elementary Social Studies needs more and firmer guidelines, but these should be guidelines that are flexible enough to allow for differences within fixed perimeters; schools differ in socioeconomic status and attitudes toward school.

7. There is some question as to whether existing materials have been used as intended.

THE JUNIOR HIGH SCHOOL:

The procedures used at the junior high in the process of gathering data was primarily through interview. Within each junior high an individual has been identified by the principal of that building and staff as the individual providing the Social Studies leadership for that building. These were the people interviewed. The following are the general views and impressions concerning the status of Social Studies at the junior high school level. These conclusions represent the observations of the researchers and the consensus of those interviewed:

1. There is a confused and inconsistent picture of leadership at the junior high level. Of the seven schools, three maintain administrative control of the leadership, that is, a vice principal or counselor is the responsible individual and spokesman for the Social Studies program - in one of the schools a teacher was called upon to serve as a "technical advisor." Three schools are semi-departmentalized in that a teacher is designated as "team leader." This teacher is responsible for distribution of books and materials, but has no budget responsibility - he serves in an advisory and liaison capacity between the individual Social Studies teacher and the school administration. Finally, one school appears to be fully departmentalized, with a teacher designated and serving as a department head in as full a capacity as a high school department head, except that he is not financially compensated.

2. The program, in terms of content, is basically the same in all junior high schools at 7th and 8th grade levels. The tone of the program is similar to the elementary school.

7th Grade
European background and the Pacific Rim

7th Grade	Anthropology	Cultural Awareness	Economics	Environment	Futures	Geography	History	Philosophy	Political Science	Psychology	Religion	Sociology
Eurasia Ginn & Company 1965	no	European	extensive	extensive	no	extensive	incidental	no	incidental	no	no	incidental
Eastern Hemisphere Allyn & Bacon 1967	no	European	extensive	extensive	no	extensive	incidental	no	incidental	no	no	incidental

8th Grade
United States History through the Civil War & Reconstruction

8th Grade	Anthropology	Cultural Awareness	Economics	Environment	Futures	Geography	History	Philosophy	Political Science	Psychology	Religion	Sociology
This is America's Story - Houghton Mifflin, 1963	no	incidental	historical	incidental	no	incidental	yes	no	incidental	no	no	incidental
The People Make A Nation - Allyn & Bacon, 1971	no	European & Black	historical	no	yes	incidental	yes	no	historical	no	no	extensive

METHODS:

Methods at the 7th and 8th grade level will vary from individual to individual, but the overall tone is traditional. The variation in method will amount to about 30 percent based on observation and acquaintance with many of the teachers.

3. The picture contains variation at the 9th grade level. First, only four of the seven schools contain a 9th grade. The tone is closer to that of the high school. Within these four, the basic or traditional program is Washington History (one semester) and World Geography (one semester). This program is required, but a year's course entitled Urban Geography is offered as an alternative at two of the schools. One school has developed and offered a series of elective "mini-courses" as an alternative for the World Geography program.

The following conclusions are derived from a summation and consensus of the leadership interviewed:

4. A definition of the Social Studies should include:

   a. meaningful participation in society
   b. responsibility of individuals
   c. self-concepts of the students
   d. citizenship
   e. awareness

   (It is interesting to note that these requirements for a definition do not mention the subdisciplines or the current scope and sequence - this summation is derived from responses to the question, "How would you define the Social Studies?" These concerns have been considered within the introduction of this report.)

5. A concern was expressed for reaching a point in Social Studies education that students learn facts and skills without neglecting or overemphasizing the students' need to become aware of themselves and their participation in society.

6. An ideal Social Studies program would contain all or some of these elements:

   a. teachers continually improving methods
   b. ungraded
   c. problem-solving orientation
   d. concepts based
   e. thematic approach
   f. integrated with other subject areas
   g. value clarification

7. There is a need for a scope and sequence of Social Studies in Spokane. There is a concern that the scope and sequence that will be developed should be broad enough to allow flexibility for teachers, and not broad enough to be meaningless. There is also a concern that the end result of the scope and sequence study should produce a program that can be implemented.

8. Materials selected for the Social Studies program should provide reading matter for each learner at his level of reading ability.

9. There is a need for some in-service for Social Studies teachers. The where, when, and how, may best be answered on the building level.

10. There was support for the idea of a continuing dialogue between the business community and Social Studies teachers.

THE SENIOR HIGH SCHOOL

The procedures used at the senior high school in the process of gathering data was primarily through direct interview with the Social Studies Department Heads individually and collectively. These people have, to some extent, served as an advisory board within the development of this section of this report. Indirectly each teacher within the senior high schools has been surveyed, depending upon the individual department chairman, to provide some of the information regarding methodology. Finally, the experience of the researcher (20 years) and the reputation (folk wisdom) of the Socials has been drawn upon to provide as complete a picture as possible of the current status of the Social Studies program within the senior high schools of the District.

CONTENT:

The reputation of Social Studies, the popular opinion, is that the Social Studies Department at the high school level is a History Department. However, an analysis of the program offerings reveals that at only one point in the program is there any validity to this opinion or reputation, and even at this one point there are alternatives. This one point is at the 11th grade level, at which every student is required to take American Studies by state law. Most schools in this District translate this to mean U.S. History (Twentieth Century). American Studies (11th grade Humanities) is the one alternative offered.

The fact is, that by analysis of course offerings, and by counting the number of students participating, the Social Studies at the high school level is subdisciplinary both by explicit title and by implication. In the following matrix, the number indicates the number of schools offering a particular course and each course is one semester in length.

Grade Level	Anthropology	Cultural Awareness	Economics	Environment (Ecology)	Future Studies	Geography	History	Philosophy	Political Science	Psychology	Religion	Sociology
9* (3 H.S. only)	-	1	-	1	-	3 yes	3 req	Behavioral Science	-	-	-	-
10	2	wom. 1	-	-	-	-	5		-	1	-	1
11	3	2	-	-	1	-	5 req	1	-	4	-	5
12	3	-	5 req	-	-	-	-	1	5 req	5	-	5

Also required at the 12th grade level, by state law, is Current World Problems (C.W.P.). Four of the five high schools incorporate the three: Economics, Government, and C.W.P. into a single year-long course called Politics, Economics and Government (P.E.G.). The remaining school offers a semester of Economics and Government and a semester of C.W.P.

Some special notes regarding the current offerings of the senior high schools should be mentioned:

> Cultural Awareness is addressed in such specific courses offered as Black Studies and/or Ethnic Minorities. These courses, while once demanded, now secure very little in enrollment and most schools are not currently scheduling them within their program. Cultural Awareness is also addressed in such courses as World History (10th grade level, small enrollment), and the sophomore Humanities, although the focus is apt to be European Heritage and incidental. Ninth grade Washington History contains the potential for a study of Native American Heritages, as does its alternatives, Northwest History and/or The Great West at the 11th grade. Behavioral Sciences at one high school does address Cultural Awareness, Economics, Comparative Religions and Philosophy to some degree, as does Urban Geography at the three schools where offered.
>
> Economics as a course has been a matter of change this year. Four of the five high schools have made a major switch in materials and length of time spent (from 9 weeks to a full semester or year on the subject).
>
> World Geography at the 9th grade level has as an alternative, Urban Geography. Neither is required by the state, but most 9th grade students do participate in one or the other of these courses. At one school the Urban Geography course is a year-long course which incorporates Washington History and Career Awareness.
>
> At the 11th grade level, U.S. History, or its alternative, American Studies (Humanities II), is required of all 11th grade learners.
>
> With the exception of the required courses at the 9th, 11th, and 12th grades, all secondary courses are elective. The focus within each course is subdisciplinary, but most likely subdiscipline lines are crossed frequently and incidentally, depending upon the specific background of the individual teacher in the academic and practical world. There is, however, no single course which pulls together on a single issue or point of focus all the subdisciplines in an interdisciplinary or cross-disciplinary manner.
>
> A complete list of the courses currently offered and scheduled within the District High Schools appears on page 3.
>
> One further word needs to be stated. There are six District high schools. This report centers on the five regular high schools. Continuation High School offers courses on an individualized basis according to the needs of its student body. Its approach represents much of the direction toward which the District as a whole should consider, in terms of content, methods, and materials.

METHODS:

The popular opinion or reputation of the Social Studies is that they are lecture, read, and respond types of courses which are essentially theoretical or academic in their approach and of very little practical value. Granting the existence of individual teaching and teacher differences, this is borne out, to a large degree, by a survey of the department heads. The very treatment of courses as subdisciplinary tends to lend itself to this approach. On a questionnaire submitted to the departments, certain key answers direct this conclusion. (This questionnaire corresponds to a national questionnaire sent out by the researchers to 226 school members in the Developmental Economic Education Project - D.E.E.P. - through the National Joint Council on Economic Education. This survey will form a supplement to this report when the responses have been received. See the appendixes for the questionnaire format.) In indicating trends within the District, the following responses are indicative:

1. On the chart to the left, please indicate to what extent the following trends are used in your current courses and/or the planning of your curriculum:

	exclusively	mostly	frequently	often	seldom	never	
						5	- mini courses
		2	2				- small units within other courses
	1	1		1	1		- special courses of semester length
*			2	1	2		- learning activity packages (individualization)
			3			2	- interdisciplinary education
*			2			2	- basic or survival education

2. To what extent is there an emphasis on:

	exclusively	mostly	frequently	often	seldom	never	
*		4		1			- knowledge (i.e. cognitive or factual) goals
			4	1			- skills (e.g. budgeting, pricing, etc.)
			5				- values (security-vs-freedom)
			5				- attitudes (conservative-vs-liberal)
	1		3	1			- multi-media materials adoption
			1	3	1		- multiple text adoption
*			1	1	1	2	- student needs assessment

Individuals within each school are knowledgeable and do use such techniques as inquiry, simulation and individualization, but the majority tend to use the more traditional methods according to the interviews which were conducted. This is most particularly true of the required U.S. History course. A major change has occurred in the 12th grade this year, as four of the five schools have adopted the Fenton Inquiry based materials. Methods within the other subdisciplinary areas depend entirely upon the individual teachers responsible for these learning opportunities - there is wide variation.

MATERIALS:

There is a wide variation in the materials other than textbooks available to each Social Studies department, particularly in regard to film and filmstrip materials. Additions and further material development should probably be made in terms of simulations. Most schools have materials available in law focused, consumer, and values education. These are open ended opportunities. Their use depends upon the teachers involved.

Textbooks, materials and systems need to be analyzed in light of the material presented in this report, and especially in terms of the District Goals. The 12th grade program, P.E.G., is new this year, but it has not been analyzed as a part of the overall District program.

SUMMARY OF OTHER CONCERNS AT THE SENIOR HIGH LEVEL:

1. The research indicated that there are seven courses which are considered trend setting by the Social Studies Department Chairmen:

    A. Sociology
    B. Anthropology
    C. Psychology
    D. Futures
    E. Urban Societies (Geography in an Urban Age)
    F. Community Volunteers
    and G. Practicum in Community Involvement

2. Each school has some teachers knowledgeable in and using such techniques as inquiry, simulation, individualized instruction, and lecture methods. Inservice, if offered, should be mandatory for all and is preferred within the building at the secondary level.

3. There is a perceived need for reviewing scope and sequence, but change should not be attempted for the sake of change only.

4. The teacher is considered by the department chairman as the most important factor in maintaining interest in a course. The content is secondary to good teaching. Teaching methods are related to good teaching.

5. Concern is universally expressed among department chairmen about locking courses into content parameters. This could be deadly in their estimation.

6. The process of materials selection needs to be carefully reviewed. Alternatives and flexibility should be allowed.

7. Any review of the scope and sequence of the Social Studies should be interdisciplinary or cross-disciplinary.

8. Continuing dialogue with community and Social Studies teachers is supported.

SUMMATION OF THE CURRENT DISTRICT SOCIAL STUDIES PROGRAM:

1. The following is a summation of the content of the Social Studies program based on the subdisciplines of the Social Studies and how and where they are addressed in the current program:

Grade Level	Anth.	Cult. Aware.	Econ.	Environ. (Ecology)	Future Studies	Geog.	Hist.	Phil.	Pol. Sci.	Psych.	Relig.	Socio.
12	■		■		☒			■	■	■	☒	■
11	■	■	☒		☒	☒	■	■	☒	■		■
10	■	■					■			■	■	■
9		■	■	■		■	■		■			■
8			☒			☒	■		☒			☒
7		☒	■	■		■	☒		☒			☒
6	■	■	■	■		■	☒	■	■	☒	☒	■
5	☒	☒	■	■		■	■		☒		☒	☒
4	■	■	■	■		■	■		■		■	■
3	■	■	■	■		■	■	☒	■	☒	☒	■
2		■	■	■		■	■		■	■		■
1		■	■	■		■	■		■	■		■
K		■	■	■		■	■		■	■		■

It needs to be emphasized that this chart represents a greater uniformity than actually exists, especially K-6. This chart represents potential coverage variable through textbook analysis, course titles, or actual knowledge of the course as taught. It should be stated that the specific concepts studied within each subdiscipline or program would be stated within an analysis and synthesis report for each subdiscipline.

2. Most courses are content (fact) oriented rather than content (conceptually) oriented. They are further oriented to the subdisciplines. Some courses are process oriented. A few take a theme approach.

3. In terms of content, there is no required single course or subdiscipline which would pull all of the subdisciplines together in an integrated manner to show the impact of each on the Social decision-making process. The closest known approach to this occurs potentially at the high school level in the senior Humanities (Philosophy section) at Shadle Park, and the Future Studies course at Ferris. A potential environmental course could offer the same possibility, if so developed and offered. A neat idea for a "general Social Studies course" would be to take the first and second grade Harcourt-Brace texts as the basis for such an approach.

4. While theory or trends advocate the need of special focus on law focused education, on consumer and/or citizenship economics, on values and moral education, etc., within the Social Studies program, there is no practice or program in these areas on a planned, conscious and systematic District basis.

5. There is no clear idea of what "basic" Social Studies education is . . . at least not in terms of content, process and methods, facts or knowledge, concepts, skills, and/or attitudes and values.

6. There is considerable concern as to whether existing materials have been used as intended. (Particularly for some of the elementary inter-subdisciplinary materials.)

7. Except for the "readability" of some of the existing materials and the perceived lack of consistency within the District, teachers and administrators are content with the program as it is.

8. An analysis of the District Goals would seem to indicate that developmental procedures should focus those goals in this order: 18, 17, 14, 13, 3, 2, 12, 5, 11, 1, 10, 9, 8, 6, 4, 16, 15, and 7.

DISTRICT GOALS:

It has been asserted in this report that the adopted District Goals are essentially Social Studies Goals. If this assertion is valid, this report would not be complete without some analysis of the current status of the District Social Studies program focused upon those goals. By such an analysis, based on the information gathered preparatory to the adoption of the goals, it may be possible to determine some directions those who work on the developmental committees this year should consider. The following summary is taken from 1973 Survey of Educational Goals, the Analysis Report, Dr. Harry Finnegan, Chairman. (pp. 28-31)

SUMMARY

The following summary represents a condensation of results of the eighteen educational goals surveyed.

A total of 3440 citizens and 1323 School District #81 staff members were surveyed on their opinions as to the importance of eighteen educational goals and how well they thought the schools were meeting those goals.

CATEGORY A. THE GOALS OF INTELLECTUAL DEVELOPMENT

GOAL 1. Develop basic skills of communication, computation, and investigation.

Ninety-five percent of the citizens and 99% of the staff members polled thought it most important or highly desirable to develop basic skills of communication, computation and investigation. Citizens and staff indicated 69% and 80%, respectively, that the goal was satisfactorily or very well met.

GOAL 2. Develop critical thinking and decision-making abilities.

Ninety-four percent of the citizens and 99% of the staff members polled thought it most important or highly desirable to develop critical thinking and decision-making abilities. Citizens and staff indicated 54% and 60% resepectively, that the goal was satisfactorily or very well met.

GOAL 3. Develop self-reliance in learners.

Ninety-five percent of the citizens and 98% of the staff members polled thought it most important or highly desirable to develop self-reliance in learners. Citizens and staff indicated 59% and 56%, respectively, that the goal was satisfactorily or very well met.

GOAL 4. Discover and nurture creative talents of individuals and groups.

Eighty-three percent of the citizens and 91% of the staff members polled thought it most important or highly desirable to discover and nurture creative talents of individuals and groups. Citizens and staff indicated 53% and 60% respectively, that the goal was satisfactorily or very well met.

CATEGORY B. THE GOALS OF CITIZENSHIP AND CIVIC RESPONSIBILITY

GOAL 5. Develop human values which lead to responsible participation in a democratic society.

Ninety-two percent of the citizens and 98% of the staff members polled thought it most important or highly desirable to develop human values which lead to responsible participation in a democratic society. Citizens and staff indicated 53% and 56% respectively, that the goal was satisfactorily or very well met.

GOAL 6. Develop an understanding of man's relation to his environment and a commitment to the wise use of resources.

Ninety percent of the citizens and 96% of the staff members polled thought it most important or highly desirable to develop an understanding of man's relation to his environment and a commitment to the wise use of resources. Citizens and staff indicated 65% and 66% respectively, that the goal was satisfactorily or very well met.

GOAL 7. Develop abilities in both responsible leadership and group membership.

Eighty-eight percent of the citizens and 93% of the staff members polled thought it most important or highly desirable to develop abilities in both responsible leadership and group membership. Citizens and staff indicated 62% and 64% respectively, that the goal was satisfactorily or very well met.

CATEGORY C. THE GOALS OF SOCIAL DEVELOPMENT AND HUMAN RELATIONS

GOAL 8. Develop an appreciation for our American heritage.

Ninety percent of the citizens and 94% of the staff members polled thought it most important or highly desirable to develop an appreciation for our American heritage. Citizens and staff indicated 62% and 69% respectively, that the goal was satisfactorily or very well met.

GOAL 9. Develop a respect for people with other cultural backgrounds and value systems.

Ninety percent of the citizens and 94% of the staff members polled thought it most important or highly desirable to develop a respect for people with other cultural backgrounds and value systems. Citizens and staff indicated 57% and 63% respectively, that the goal was satisfactorily or very well met.

GOAL 10. Develop a recognition of man's interdependence and his need to work with others for human betterment.

Ninety percent of the citizens and 95% of the staff members polled thought it most important or highly desirable to develop a recognition of man's interdependence and his need to work with others for human betterment. Citizens and staff indicated 57% and 57% respectively. that the goal was satisfactorily or very well met.

CATEGORY D. THE GOALS OF ECONOMIC INDEPENDENCE AND VOCATIONAL OPPORTUNITY

GOAL 11. Develop an awareness of career opportunities.

Ninety-one percent of the citizens and 91% of the staff members polled thought it most important or highly desirable to develop an awareness of career opportunities. Citizens and staff indicated 52% and 43% respectively, that the goal was satisfactorily or very well met.

GOAL 12. Develop the skills necessary to function effectively in his economic system.

Ninety-four percent of the citizens and 95% of the staff members polled thought it most important or highly desirable to develop the skills necessary to function effectively in his economic system. Citizens and staff indicated 49% and 48% respectively, that the goal was satisfactorily or very well met.

GOAL 13. Develop the ability to adjust to the changing requirements of a productive adult life.

Ninety-one percent of the citizens and 91% of the staff members polled thought it most important or highly desirable to develop the ability to adjust to the changing requirements of a productive adult life. Citizens and staff indicated 44% and 38% respectively, that the goal was satisfactorily or very well met.

CATEGORY E. THE GOALS OF MORAL AND ETHICAL CHARACTER

GOAL 14. Develop and clarify one's personal values in relation to individual integrity and responsibility to others.

Ninety-three percent of the citizens and 95% of the staff members polled thought it most important or highly desirable to develop and clarify one's personal values in relation to individual integrity and responsibility to others. Citizens and staff indicated 45% and 40% respectively, that the goal was satisfactorily or very well met.

CATEGORY F. THE GOALS OF SELF-REALIZATION, INCLUDING HEALTH AND PSYCHOLOGICAL WELL-BEING

GOAL 15. Develop commitment to man's physical and mental well-being.

Eighty-eight percent of the citizens and 91% of the staff members polled thought it most important or highly desirable to develop commitment to man's physical and mental well-being. Citizens and staff indicated 61% and 59% respectively, that the goal was satisfactorily or very well met.

GOAL 16. Develop aesthetic awareness and appreciation.

Eighty percent of the citizens and 84% of the staff members polled thought it most important or highly desirable to develop aesthetic awareness and appreciation. Citizens and staff indicated 53% and 54% respectively, that the goal was satisfactorily or very well met.

GOAL 17. Develop the skills and attitudes that lead to a positive self-image and the ability to cope with the realities of life.

Ninety-five percent of the citizens and 97% of the staff members polled thought it most important or highly desirable to develop the skills and attitudes that lead to a positive self-image and the ability to cope with the realities of life. Citizens and staff indicated 42% and 49% respectively, that the goal was satisfactorily or very well met.

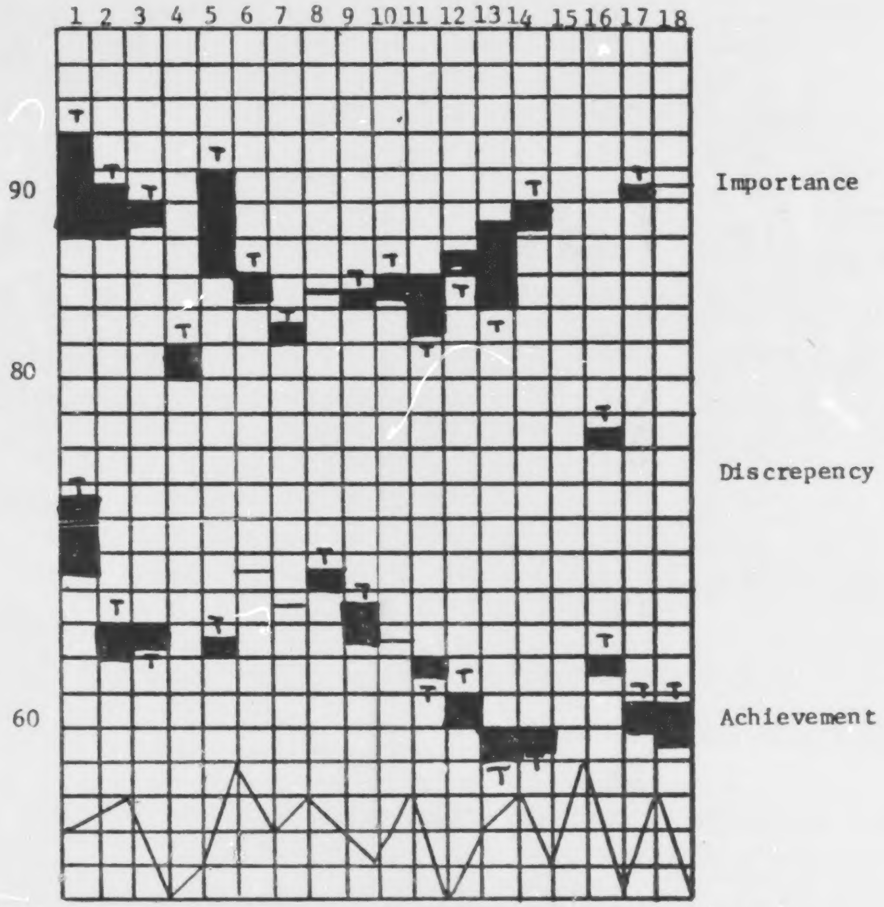
GOAL 18. Foster the aspirations that will encourage each individual to become all that he is capable of being.

Ninety-five percent of the citzens and 97% of the staff members polled thought it most important or highly desirable to foster the aspirations that will encourage each individual to become all that he is capable of being. Citizens and staff indicated 41% and 46% respectively, that the goal was satisfactorily or very well met.

The discrepancies between the importance of the goals and how well the goals were being met ranged from a percentage difference of 13 to 32. At least seven goals showed a weakness regarding how well the schools were meeting the goals.

Both groups rated all goals as significantly important, and in every case the level of goal attainment was below the level of its importance. The staff rated most of the goals slightly higher than the citizens.

These figures can be charted in the following manner:



The position of concern for each goal can be ranked in the following manner:

Importance

Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Citizen Rank	6	5	3	17	9	12	15	13	14	11	10	7	8	4	16	18	2	1
Staff Rank	1	3	6	16	2	10	14	11	12	9	15	8	13	7	17	18	4	5
Consensus Rank	3	5	4	17	7	11	15	12	14	10	13	8	9	6	16	18	2	1

Achievement . . . (least well-achieved ranked #1)

Goal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Citizen Rank	18	10	13	9	8	17	15	16	12	11	7	5	3	4	14	6	2	1
Staff Rank	18	12	8	13	9	16	14	17	15	10	6	4	1	2	11	7	5	3
Consensus Rank	18	10	12	11	8	17	15	16	13	9	7	5	1	3	14	6	4	2

Discrepancy . . . (greatest discrepancy ranked #1)

Citizen Rank	12	6	7	14	8	15	17	13	11	10	9	5	4	3	16	18	2	1
Staff Rank	9	6	7	16	8	13	15	17	12	10	11	8	5	1	14	18	3	2
Consensus Rank	11	6	7	14	8	15	17	13	12	10	9	5	4	3	16	18	2	1

Putting these three tables together by simply adding the rank status together, it is possible to arrive at some conclusions as to which goals should receive the greatest concern and considered thought during the course of the developmental process. It needs to be remembered that all goals we considered important to some degree, and that all goals, in spite of satisfactory achievement (over 50), do reveal some discrepancy between importance and achievement. In arriving at this chart, the lower the number, the greater the concern.

Greatest concern and in need of attention

Citizen Rank	11	6	7	13	8	16	18	14	12	10	9	5	4	3	17	15	2	1
Staff Rank	8	6	7	18	4	13	16	11	12	9	10	14	5	3	14	16	2	1
Consensus Rank	10	6	5	15	8	14	18	13	12	11	9	7	4	3	17	16	2	1

Now the goals can be relisted in the order of their need for attention:

1. Foster the aspirations that will encourage each individual to become all that he is capable of being. (18)

2. Develop the skills and attitudes that lead to a positive self-image and the ability to cope with the realities of life. (17)

3. Develop and clarify one's personal values in relation to individual integrity and responsibility to others. (14)

4. Develop the ability to adjust to the changing requirements of a productive adult life. (13)

8. Develop human values which lead to responsible participation in a democratic society. (5)

9. Develop an awareness of career opportunities. (11)

10. Develop the basic skills of communication, computation, and investigation. (1)

11. Develop a recognition of man's interdependence and his need to work with others for human betterment. (10)

12. Develop a respect for people with other cultural backgrounds and value systems. (9)

13. Develop an appreciation for our American Heritage. (8)

14. Develop an understanding of man's relation to his environment and a commitment to the wise use of resources. (6)

15. Discover and nurture creative talents of individuals and groups. (4)

16. Develop aesthetic awareness and appreciation. (16)

17. Develop commitment to man's physical and mental well-being. (15)

18. Develop abilities in both responsible leadership and group membership. (7)

Some CONCLUSIONS and tentative DIRECTIONS:

In the relisting of the goals according to levels of concern or need of attention, some conclusions are possible, and from those conclusions, direction can be taken.

1. Only one of the goals (#8) in the first nine really speak to group or Social concern explicitly. Albeit it within a Social context, these goals stress the individual needs and interests in somewhat the "DO YOUR THING" attitude expressed within the American society. In terms of implications and direction, there may be a need to seriously consider methods of instruction and courses which are more individualized than at present.

2. The first nine goals tend to stress skills as most important, values and attitudes secondarily, and knowledge finally. This tends to reflect society's interest in basic education. The implications and directions lie in the question, "What can the student DO as a result of his education?" Perhaps we need to be more process oriented than now.

3. Reality, life, system, society, in short, the world we live in, are strong themes or threads throughout the goals as stated, but particularly in the first nine. The implications and directions which might be derived from this are that education should be more practical and less theoretic or academic.

4. Values and value clarification attitudes, are extremely important, particularly in the second third of the goals. Perhaps the opportunity for values clarification and discussion needs to be made more available, particularly at the secondary level.

Finally, as a possibility in terms of scope and sequence based on these goals and the abilities and needs of learners, perhaps the District should consider moving its Social Studies program toward a program that would emphasize:

> knowledge background at the elementary level,
> skill and process at the junior high level,
> and values and attitude clarification opportunities at the senior high school level.

Emphasis or focus does not and should not mean exclusion. Some Social Studies skills, values and attitudes must be addressed at the elementary level, and by the same token, skills, values and attitudes without knowledge (factual AND conceptual) at the advanced levels would be extremely dangerous and hazardous. But the differences in the methodology which each of these emphases or foci imply is too important for curriculum planning to pass over or ignore lightly.

WASHINGTON STATE

The following survey results of Social Studies programs in Washington State include information received from the Supervisor for Social Studies Programs, Dr. George Whitney; five districts within Spokane County, Central Valley, Cheney, Deer Park, East Valley, and Mead; five other districts within the state, Davenport, Olympia, Pasco, Pullman and Wenatchee. At Dr. Whitney's suggestion, the Social Studies programs of three specific high schools (Davis Senior High in Yakima, Lindbergh Senior High in Renton, and Mariner Senior High in Everett) have been included in this report.

One concern of Social Studies programs in the state is meeting the Social Studies requirements by offering elective courses. Dr. Whitney offers a list of courses which are being offered as electives in high schools throughout Washington State. He also voices some concern about the establishment of elective programs:

1. The traditional course should always be one of the options.
2. If motivation was a reason for adopting, did the students have any input into the offerings?
3. How have the classroom activities changed? Materials?
4. Does student interest determine the number of sections to be taught?
5. Short-term courses of nine weeks may be more effective motivators than 18 weeks. (Some courses might be paired for semester programs.)

ELECTIVE PROGRAMS IN SOCIAL STUDIES:

Contemporary Problems

The Cold War
Old Puritans and the New Morality
Population and Pollution
Justice American Style
Generations of Gaps
News Media, Newspapers, News Commentator
Other Cultures We Should Know
The Making of a President and Some of the Great Ones I Have Known
The Dying City
Crime, Chaos, and Collapse in Our Cities
Prophets and Planners for the Future
The City as an Eden of the Future
Emerging Nations
Everday Law for Everyday People
Consumer Economics: Marriage and Money
Emerging Womanhood
Gambling and Blue Chips (real estate, stock market, mutual funds, investments)
Technology, Progress and Pollution
Ignorance, Racism and Archy Bunker
American Culture in the Sixties
Think Red, Think Black, Think Chicano

Budgets, Deficits and Taxes
Court, Congress, The President
  Balance Struggle for Power
Exploration, The Planet and Space
Civics
Conflict and Dissent
Man, The Environment, and Survival
Tradition and Change in Four Societies
Money, Man and the Process
Middle East
Black Africa
American Minorities
Introduction to Psychology
Sociology I
Common Market in Western Europe
Economic Geography
Far Right/Left
You and the Law
American Democracy: It Works When You Do
The Political Animal
Spotlight on Local Government
Revolution on Three Continents
The Ravaged Environment: American Crisis
Comparative Economic Systems
Psychology
Theories of Personality (Psychology)
Know Your Community: Its Problems and Issues

U. S. History

American Presidency
Industrialism and the Progressive Era
Formation and Development of the Constitution
Black History in America
U.S. as a World Power
History of American Dissent
Depression and the New Deal
World Wars of the 20th Century
Civil War and Reconstruction
Age of Jefferson and Jackson
American Revolution
The Men in their Ages
Provincialism in Rural America
Constitutional Cases that Shook Society
Transition from Slavery
The Muckrakers, Past and Present
Real Indians and Wooden Indians
Trail Blazers and Mountain Men
The Dilemma of Mankind
  War, Yesterday, Today, Tomorrow
Free Economy Pre and Post FDR
The Roaring 20's and the Exploding 60's
Four Crises in America
The American Revolution in 3 Phases
The Power Behind the Throne: Famous and Infamous American Women
American Melting Pot: Fact or Fiction

Yankee Doodle and Charlie Brown
Miners, Loggers and Teamsters: Rise of American Labor
Causes of War
The Great Depressions
Foreign Policy
U.S. Geography
Territorial Expansion
The Reformers
Minority Races
American Leaders
U.S. World Power
U.S. Military History
Constitution and Bill of Rights
Social and Cultural Change in U.S.
Winning of West
Education in U.S.
Minority Groups
State and Local Government
Survey U.S. History
Profiles in Courage
Great Decisions
Economic History of U.S.
U.S. Since World War II
U.S. History to 1900
Political Processes in the U.S.
American Minorities
Music History
U.S. Foreign Policy
Reform
Frontier and Exploration
Labor/Industry
South
Frontier
Birth of a Nation
Turbulent, Tragic Years
Rise of Big Business and Labor
Political Parties Then and Now
Between Two Great 20th Century Wars
World War II
American's Search for Peace
The American Future
U.S. History I & II (survey)

World History

World History
Global Geography I - World Geography
Ancient Civilizations
Greeks and Romans
Kings and Commoners: A History of England
Czars and Cossacks: A History of Russia
Revolt Against the Establishment: The Renaissance and the Reformation
Patterns from the Past: The Ancient World
World History I & II (survey)

SPOKANE COUNTY:

Five districts within Spokane County responded to requests for information on their Social Studies programs. From these responses, a scope and sequence of Social Studies in Spokane County can be identified:

K. - self-identity
1. - families
2. - neighborhoods
3. - communities
4. - Northwest History
5. - United States History
6. - Western World
7. - Cultures - Europe and Asia
8. - United States History
9. - Washington State History

Beyond the ninth grade level it becomes difficult to identify the content of each grade level. There is a trend to allow students to choose elective courses to meet the requirements for graduation. In general, the scope and sequence for high schools is:

10th - World History
11th - United States History
12th - Economics, American Government, World Problems

Some of the elective and alternative courses available to the students are given below. The number preceding the course title indicates how many districts offer a particular course.

5. Washington State History
5. Contemporary World Problems
4. Western Civilization
4. Sociology
4. Psychology
3. Eastern Civilization
3. American History
2. Economics
2. Government
2. Civics
2. Latin American History
2. History of the Old West
2. The Minority Experience in American Society
2. Alternative Futures
1. Business Law
1. Rights and Responsibilities
1. Introduction to Geography
1. American Economic History
1. Critical Issues in American History
1. World History
1. Cossacks and Czars
1. African History
1. Pearl Harbor/Viet Nam
1. Physical Geography

1. Sources of Identity
1. Map Production
1. Colonial America
1. American Revolution and National Government
1. Civil War
1. American and Foreign Affairs since 1895
1. American Religion
1. Rise of the Isms
1. Comparative Religions
1. Nuclear World/Contemporary-International
1. Philosophy, Revolution and Government

Of these electives, one district identified History of the Old West, Rights and Responsibilities, Minority Experience, and Alternative Futures as courses that had high interest and acceptance by students.

One district has attempted to structure the following concepts into their Social Studies program:

Adaptive Behavior
Change
Culture
Goods and Services
Natural Environment
Place
Political Organization
Population Expansion
Social Organization and Control
Time

The scope and sequence of School District #81, as can be determined by course titles, conforms closely with the program outlined by the districts in Spokane County.

Five districts outside Spokane County provided information for this report. Four of these districts identified the elementary program scope and sequence for Social Studies that was followed in their district.

Three districts have adopted the scope and sequence as provided by available textbooks:

1. The Social Sciences: Concepts and Values published by Harcourt, Brace and Jovanovich was adopted by one district for grades 1-8.
2. "Concepts and Inquiry" published by Allyn and Bacon was adopted for use in one district for grades K-6.
3. Ideas, Images and I and Exploring the Social Sciences published by the American Book Company was adopted for use in one school district for grades 1-5. Social Sciences: Concepts and Values was adopted for grade six.
4. A fourth district identified a scope and sequence similar to the one cited by the districts within Spokane County.

No uniform pattern was identified for seventh grade Social Studies.

There was a tendency to approach the Social Studies from a subdisciplinary perspective with emphasis on World Geography or the Pacific Northwest.

The eighth grade Social Studies programs were primarily United States History. Emphasis on the subdisciplines was evident in the comments that were offered.

Ninth grade programs included studies of the Pacific Northwest and in some district's elective courses. One district offered no Social Studies courses on the ninth grade level.

United States History, Current World Problems, Economics, and Political Science are the major content areas offered in grades ten, eleven and twelve. One approach used to present these content areas is a traditional semester survey course. Another approach used to cover the same content areas was to provide quarter length classes that the students may choose as an option to the survey courses. Electives in Sociology, Psychology, Philosophy, Anthropology, Law, and independent projects are available in the districts surveyed. A third approach is to integrate the various subdisciplines of Social Studies in a common theme such as Cultures of the World or America in Conflict.

DAVIS SENIOR HIGH - YAKIMA:

The Social Studies program for Davis Senior High has undergone a revision six years ago. The new approach to Social Studies includes merging Social Studies and English Departments. Stressing contemporary society and culture, attempting to humanize education by providing individualized instruction, team teaching, multiple texts, and multi-media presentation have been important aspects of the new program. There is a continual concern over balancing the traditional courses with the more contemporary cultural problems and concepts.

Following are the Social Studies courses offered at Davis:

1. Social Studies courses - basic:

   Psychology I, II & III
   World History
   Sociology
   Pacific Northwest History
   Contemporary World Problems
   United States History

2. Social Studies courses - new and different:

   Personal Philosophy
   Philosphy
   Geography
   Economics (Dollars & Sense)
   Law, Insurance and Personal Finance
   Ethnic Studies
   Comparative Religions

Christianity Today
World Studies (senior C.W.P. Humanities)
American Studies (Junior United States and English Humanities)
Indian Cultures
Law & Society
Peoples' Yellow Pages (community service directory)
Local Politics (Voters' guide)
Social Psychology

LINDBERGH HIGH SCHOOL - RENTON:

Following are excerpts from Directions for Social Studies at Lindbergh High School:

> The Social Studies Staff at Lindbergh feels that Social Studies education should be concerned with the accelerating pace of change, the rapidly changing values of the society in which our students live; the ever-increasing mountains of new information which are created each year; and the greater tolerance for pluralism to which our students must learn to adapt. . . . our Social Studies program should aim toward teaching the students those rational thinking processes and concepts, develop those attitudes, and equip them with those skills that will allow them to make their own DECISIONS IN THE WORLD OF THE FUTURE.
>
> A Social Studies education, to be meaningful and relevant, should help students learn the techniques of conflict resolution; should teach them to clarify their own values and show them the method whereby value positions can be justified; and should be concerned with developing empathetic attitudes and feelings toward others.
>
> The means and methods for attaining our stated goals should include numerous opportunities for students to engage in independent study, and small groups . . . Ideally, teachers should work with individual students or small groups in a variety of learning activities within the same class period or area.
>
> Greater flexibilities in the manner and method evaluating and grading student work is needed.

Following are the Social Studies requirements for Lindbergh High School:

Social Studies Requirements for Graduation Include:

Introduction to Social Studies Concepts I	1 semester
20th Century History	1 semester
United States History	2 semesters
United States Government	1 semester

Student Grade Level Eligibility for Social Studies Electives:

Title	9	10	11	12
Intro. to Anthropology	X	X	X	X
Cultural Anthropology	X	X	X	X
Contemporary Problems		X	X	X
Psychology I			X	X
Psychology II			X	X
Social Ecology		X	X	X
Urban Problems	X	X	X	X
World Geography		X	X	X
Sociology			X	X
Intro. to Social Studies II	X	X		
U.S. History (topical)			X	X
U.S. History Survey/Amer. Lit.				X

MARINER HIGH SCHOOL - EVERETT:

The Social Studies program at Mariner is an integrated Social Studies/Language Arts program that is concept oriented. A Humanities program is established with three courses required of students. The basic themes of these required courses are:

Humanities 120 - "Man and His Relationship to His Environment"

Humanities 340 - "Man and His Relationship with His World throughout History to the Present and into the Future"

Humanities 560 - "The American Dream: Liberty, Land, Security, and Social Justice"

Electives are or have been offered in:

Humanities Reading
Acting
Comtemporary World Problems
Debate
European Cultures and Languages
Future Teachers of America
20th Century Germany
Library Science
Peer Tutoring
Pacific Northwest
Philosophy of Conflict
Sociology/Psychology
Speech
Creative Writing/Fiction of the '60's
Writing Improvement Skills

General Conclusions on the Status of Social Studies in Washington State:

1. No one is doing away with the "traditional" content, methods or materials.

2. There is a responsiveness to modern concerns in terms of supplying alternatives and/or substitutes for traditional courses.

3. Such alternatives and substitutes are considered as full courses (semester, trimester, or quarter) and not as "mini"-courses.

4. Most courses are still content oriented rather than concept or process oriente if titles are a standard of judgement. Some do take a theme approach.

5. There is no clear idea of what "basic" Social Studies education is . . . at least not in terms of content, process and methods, facts or knowledge, skills and/or attitudes and values.

NATIONAL DEVELOPMENTS:

The national development of the Social Studies will be presented in the following outline:

background
criticisms and trends
trends in Social Studies content
trends in methods
materials for Social Studies

Background

The Encyclopedia of Educational Research (1969) places the history of Social Studies in the United States into five periods. In the first period, prior to 1893, history begins to emerge as the Social Studies curriculum. From 1893-1916 history came to maturation as the Social Studies curriculum. Civil Government, Physical Geography, Economics, and Sociology were also taught to some extent. In the third period, 1916-1936, a Social Studies subdiscipline curriculum begins to be established in the schools. Political Science, Human Geography, and Sociology were taught either as separate or as cross-disciplinary subjects. Social Studies in the fourth period, 1936-1955, reflected the turbulent state of the world. Locally determined curriculum stressing societal needs, citizenship education, and individual adjustment, resulted in varied Social Studies programs. The fifth period, 1955-1967, seems to have returned to many of the advances begun in the third period. The BASIC STRUCTURE of the Social Studies curriculum became a subject of interest in this period. The trend has tended to emphasize concepts and higher levels of thinking rather than factual recall.[2]

From 1967 to the present, there has been a continuation of the trends begun in the 1960's, but the focus has been intensified on skills and on process. Social Studies conceptual content is used to develop inquiry skills, decision making skills, and critical thinking skills. Interdisciplinary and cross-disciplinary approaches are continuing, but with less intensity. Values and attitude clarification seem to be present focal points of Social Studies development.

Criticisms and Trends

Since trends are usually a response to criticism, it seems appropriate to list the current citicisms of Social Studies programs, then the trends that respond to those criticisms.

1. Social Studies programs fail to reflect recent research.

2. The Social Sciences that deal most directly with contemporary society are often neglected for courses in History and Geography.

3. Civics courses offer an idealized political system while ignoring the reality of political life.

4. Global perspectives were too often narrowed to the United States and Western Europe.

5. Critical thinking, decision making and value formation were aspects of the Social Studies that were neglected in favor of the retention of facts.

Trends in Social Studies Content

John U. Michaelis identifies several trends for the Social Studies for the 1970's and beyond in his book, Social Studies for Children in a Democracy.[6]

> The scope and sequence of Social Studies are becoming guided by concept formation.
>
> Teaching through inquiry is a trend that Social Studies education is following.
>
> Educators and experts in Social Science fields are working together to provide a curriculum that reflects the latest findings of research.
>
> Education for effective citizenship remains an important aspect of Social Studies.
>
> Cross-cultural understanding is a current goal of the Social Studies.
>
> In an effort to avoid superficiality of learning, the trend is to provide for the study of selected regions and cultures in depth.
>
> Current affairs are being studied to keep up with changes and to understand the factors that produce change.

The trends identified by Michaelis are shown in many national projects. The Harvard University Social Studies Project and the San Francisco State College Taba Program in Social Science are two examples of programs designed to implement the concepts of the new Social Studies.[3]

The Harvard University Social Studies Project is designed to teach high school students to clarify and justify their positions on public issues. The content is aimed at a development process of conflict analysis and includes concepts as well as analytical methods from Social Science disciplines. The essence of the course is the discussion of real world problems that arise from exploring selected topics covered in case histories.[4]

The San Francisco State College Taba Program in Social Science attempts to meet the following objectives for grades one through eight:

1. acquisition of selected knowledge
2. development of thinking skills
3. formation of selected attitudes
4. development of academic and social skills

The content is drawn from Anthropology, Economics, Geography, History, Political Science and Sociology. The course assumes that facts may become outdated, but that main ideas, such as interdependance, may last for longer periods of time.

Social Studies Content

Samuel Broadbelt, writing for Social Education, February, 1969, claims that, "The knowledge explosion of recent years has increased the need to identify the most significant content and to eliminate trivial ideas." 1

Fraenkel offers some suggestions for criteria for selecting those concepts which should be included in the content of the Social Studies:

1. Social Studies content should emphasize the most fundamental or theoretical knowledge possible, drawing whenever possible upon the most powerful concepts and generalizations that the Social Science disciplines have to offer.
2. Social Studies content should contribute to multiple objectives.
3. Social Studies should be comparative in nature.
4. Social Studies content should not be exclusively past oriented. It should emphasize the present.
5. Social Studies content should be reality-oriented, dealing with real people, real emotions, real-life situations.
6. Social Studies content should be relevant to students' concerns.
7. Social Studies content should provide frequent opportunities for value inquiry and analysis. 4

The teaching of values may be the area of Social Studies that is most neglected schools. Fraenkel offers several explanations for this. Teachers may regard values as a private matter in which they should not interfere. Parents may obje to teaching subjects that may be controversial. Teachers may feel the family, church, and other institutions are better equipped to deal with values. Some teachers feel that "teaching values" may be a form of brainwashing.4

Fraenkel claims that it is not possible to avoid values in education. "A teache actions, sayings, discussion topics, choice of reading assignments and materials class activities, and examinations suggest that he and/or she believes certain ideas, events, individuals, or other phenomena are more important than others f students to consider."4 The alternative to teaching concepts of value clarific tion is a haphazard development of values without any conscious and specific involvement on the teachers' or students' part.

Though in the past value clarification had been avoided in Social Studies class there is now a trend toward having students analyze, discuss, and decide value questions, particularly those about which there is public controversy.

Trends in Methods

A wide variety of teaching methods and strategies are used by Social Studies teachers. Teacher-led discussions and individualized activities are two common methods used in the classroom. Dramatizations, chart and map construction, bulletin board displays, visual aids and supplementary texts are also used. Activities which would equip students with techniques and skills necessary for making decisions include case-study, survey and experimental approaches to learning. [2]

Recently, attempts are being made to extend the scope of teaching methods used in Social Studies to include some of the teaching models that Bruce Joyce and Marsha Weil describe in their book, Models of Teaching. Group investigation, social inquiry, nondirective teaching, and synectics are examples of some teacher models used in Social Studies classrooms.[5]

Knowledge of teaching models may provide alternatives to a teacher in planning fo a particular lesson. The use of a particular model would depend upon the goal of each lesson.

Simulation games are a relatively new teaching strategy that is being employed in the classrooms. It uses a combination of play and acting to encourage student participation in the learning process.

Simulation games offer several advantages as a supplement to other teaching strategies. First, simulation games tend to increase the interest of students. The students' role is to be active in the game, not passive. It is the actions of the students that determine the outcome of the game, not some predetermined structure. Second, students are given opportunities to make decisions. These decisions require some ability to analyze data and make selections. The students learn to live with the choices made, yet suffer no harm from the choices once the game is over. Third, the students are helped to integrate isolated facts int patterns. The ability to organize concepts and generalizations is necessary to play most games. In the process of playing the game, students are able to learn specific facts which have been taught in more traditional teaching methods. Four students are given the opportunity for success that is not measured in terms of grades.

There are limitations to simulation games. First the mechanics of a game may be a hindrance to learning. Second, some teachers may feel insecure in a situation in which they do not have complete control. Third, students may be reluctant to return to other methods of learning after experiencing simulation games. The debriefing may require analytical skills that a more traditional teacher may not possess.

One trend for the future seems to be the development of better tools for evaluating the results of simulation games. Another trend is for various public and private organizations to continue to develop a wide variety of improved simulatio games.

SOCIAL STUDIES MATERIALS:

Nichols and Ochoa (1971) suggest Social Studies textbooks should contain two essential components: a knowledge and an intellectual component.[7]

The knowledge component should be organized around persistent social issues. These social issues should be studied in an interdisciplinary manner and with conceptual organization. Recent scholarship should be reflected in a manner which will present the information objectively, thereby eliminating possible bias from curriculum materials.

The intellectual component of a textbook should include an analytic mode which serves as a basis for inquiry. Questions should be structured to use the higher-level intellectual process, rather than dwelling on memory level questions. The textbook should function as a basis for students to exercise their decision making abilities in a context that the students are able to relate with their real world.

Trezise (1974) maintains that a great concern in Social Studies education is allowing a single textbook to determine the perspectives of a Social Studies course.[8] Supplementary materials - textbooks, novels, films, records, reference books, magazines, newspapers, even filmstrips, retail store catalogues - are available to enrich and broaden the offerings of Social Studies.

Many new curriculum projects are developed that can be used on a District level. "Man a Course of Study" is one well known example. Social Education (November, 1972) evaluates twenty-six projects that are available for adoption at the District level.

THE PLAN FOR CONTINUED DEVELOPMENT AND STUDY OF THE SCOPE AND SEQUENCE OF SOCIAL STUDIES K-12 IN DISTRICT #81

To this point this report has focused on and analyzed the Social Studies program as it is. It has also indicated directions the program might take. The focus now must shift from what is and from what is possible to what ought to be. The process of answering this question hinges upon three essential problems that need to be resolved, i.e. philosophical, organizational, and time commitment. The resolution made to these problems will provide direction to those who will, through their participation on committees, respond to that question - what ought the Social Studies program be - and who will plan the implementation of whatever the program ought to be. These directions are needed because they provide the boundaries to the kinds of goals and alternatives which can be considered, offered and/or implemented.

THE PHILOSOPHICAL PROBLEMS:

These questions have already been asked or implied:

1. What is/are the Social Studies?

2. How do the Social Studies fit into the District program?

   A. Are the Social Studies just another subject to be fitted into a time period by the clock?

   B. Is the Social Studies so important as to form a core or central discipline from which everything else evolves or around which all other disciplines or subjects revolve?

   Social Studies can be an integrative factor within the school program. As things exist this year, Social Studies is the one thing which can be ignored or taught only two days a week in an elementary classroom depending upon time periods available.

   An analysis of District goals might indicate that the Social Studies should be considered as a possible core discipline.

3. What degree of consistency must be maintained in the District program? To what extent must the program be the same in every building at each grade level in the District?

   Must the textbooks be the same?
   Must the skills be the same?
   Must the teaching procedures be the same?

4. May achievement be defined by primary, intermediate, junior high and senior high levels rather than grade by grade?

5. To what extent and/or what levels should the Social Studies

   by knowledge (fact) - e.g. primary
      knowledge (concept) - e.g. intermediate

skills and/or competencies - e.g. junior high,
or values & attitudes oriented - e.g. senior high?

6. Which of the subdisciplines is most important and at which level? Or are they all of equal importance?

   e.g. psycho-social, Political Science at K-1, 4, 7, and 10
   Environment, Economics, Geography 2, 5, 8, 11
   History, Humanities, Culture (etc.) 3, 6, 9 and 12

   This could provide the Taba spiral and necessary duplication if worked out with appropriate committees.

ORGANIZATION:

This particular phase is one that has been much cussed and discussed in recent months by the project director and with the advisory council of the current high school Social Studies Department Chairman. Naturally, there is a desire to involve as many people teaching Social Studies as possible. There is also a desire to include appropriate lay citizen organizations (e.g. the Chamber of Commerce on Economics) whenever possible. These organizations can be identified. Finally, at the advanced levels, selected students should participate to the extent of determining need and interest.

Besides determining participation in the study and planning process, there are the subdisciplines themselves. Each of the subdisciplines can be subdivided. (For example, Cultural Awareness can be divided: Culture, meaning art and music, etc.; culture, meaning ethnic minorities; culture, meaning women's rights, etc.; and culture, meaning life style. Economics can be subdivided into personal, consumer, citizenship, Micro and Macro Economics at least.) All of these are important, but the question is:

How many subcommittees are feasible and reasonable?

TIME:

The development of a scope and sequence program is an attempt to present a total picture of the Social Studies in District #81, as it is, or as the District wants it to be. To develop this report on the existing condition of scope and sequence has taken at least three months. To develop the questions just above, has taken six. But two people have been working on this project to this date. To achieve a District consensus, response in terms of goals and objectives scope and sequence let alone alternatives and a plan for implementation, will be a time consuming task, especially if considered thought is to be achieved. If the District decides to eschew an overall scope and sequence and develop a phased subdisciplinary approach, the time for each subdiscipline can be shortened somewhat, but the overall study will be lengthened considerably. This is a feasible approach only at the senior high school level. K-9 will still need to be considered as a unit. The time for an effective full scope and sequence K-12 seems to be the best alternative, and it would seem that two years might be a reasonable frame of time to accomplish a complete study.

The project director would recommend the following through the development of goals and objectives in scope and sequence. (Phases beyond goals and objectives, i.e. alternatives and the program for implementation, should be planned following the development of goals and objectives.)

1. The following questions should be focused on in this order: After at least 12 years of participation in the District's Social Studies program,

    A. What should the graduate be able to do?

    B. What values and attitudes should the graduate have had the opportunity to explore and develop?

    C. What specific facts and concepts should the graduate know?

    In this age of accountability, these are the important questions. The response to these questions will determine the scope of the District Social Studies program.

2. A steering committee consisting of those most directly responsible for the achievement of graduation competencies within the Social Studies should be appointed. The basic makeup of this committee should be the high school Social Studies Department Chairmen (six) with representation from the senior high principals or academic vice principals. This steering committee will determine the scope of Social Studies graduation competencies. This committee should be appointed for the specific purposes of:

    A. Determining the scope of the Social Studies discipline within District #81.

    B. From the then established scope, determining the desired exit competencies required for graduation.

    C. From the established exit competencies, determining the priority of goals in terms of:

        (1) Basic Social Studies competencies, i.e. what every student should be able to do, e.g., read a map.

        (2) Required alternatives, i.e. what some or most of the students should have the opportunity to explore and develop, e.g., the need for a welfare system in the United States or the ability to conduct a committee meeting.

        (3) Optional alternatives, i.e. according to the individual needs, abilities, and/or interest of specific students and teachers, e.g., understanding the causes and effects of the Russian Revolution.

    D. From this now categorized list of competencies, determining the sequence of coverage needed to achieve those competencies.

3. The steering committee should operate as the basic committee of recommendation and responsibility. However, the process of determining specific recommendations as to scope and competencies within the scope should allow the participation and advice of as many people as possible and of as many as are willing to participate.

A. The steering committee should establish a tentative scope.

B. To accomplish the task of establishing competencies within the scope of the Social Studies subcommittees or task forces should be established on an ad hoc, volunteer, and a by-school basis. For example, if the subdisciplines were determined to be the scope, then each school would be assigned one or more of those subdisciplines for the purpose stating the graduation competencies. Shadle Park might be assigned (by the steering committee) Economics, Lewis and Clark, Political Science, and so on. People interested in participating in a particular subdiscipline would report to a given school for the participation. Thus, every teacher at the high school level could be assured the opportunity to participate in this phase of the developmental process on a volunteer basis

C. Once the work of the task forces is done, the recommendations would be taken, consolidated, and submitted to each high school for the discussion and priority establishment by each high school Social Studies Department acting as a department.

D. The results of the consensus established by each high school should then provide a District consensus. This consensus should then be checked with various citizen organization for addition, subtraction or modification, e.g. Economic competencies checked with the Chamber of Commerce.

E. Final tentative statement then should be derived establishing the goals and objectives of the scope of the Social Studies in the District. These goals should remain tentative rather than established at this point, because the remainder of the process may produce the need for further modification.

4. Once the scope of the Social Studies is thus established, attention should shift to the sequence of programs leading to achievement of these defined (tentative) competencies. This determination should also follow an ad hoc, voluntary, in-building process. One way to do this is to work sequentially from the top down. That is, the senior high schools have determined graduation competencies. It would then be up to the junior high, intermediate and primary levels, then, to state the stage of development toward the achievemen of those competencies which can be attained at their respective levels. At the point of consideration of each level, ad hoc representatives from each level would be added to the steering committee. The number of such additions should not be greater than the number of regions represented on the Superintendent's Cabinet (i.e. two at the junior high level and four at the intermediate and primary levels). The ad hoc members would then discuss the needs of the steering committee with building representatives within their region, and the building representatives would be responsible for carrying out the assigned task within the individual buildings in the same manner as occurred at the high school level.

5. The steering committee should be responsible to see that differences are irone out and that no part of the scope is unconsciously overlooked in the development of a scope and sequence. It should also be responsible for the consolidation and review of the final report on Scope and Sequence Goals and Objectives

6. A minimum optimum amount of time, (but somewhat flexible as to maximum) to accomplish this task would stem from the appointment of the steering committe

Determination of scope	2 weeks
Determination of graduation competency goals . . .	6 weeks
Community validation of competency goals	4 weeks
Determination of sequence	10 weeks
Consolidation preparation and review	3 weeks
Total time	25 weeks

The task of developing scope and sequence goals and objectives can be shortened somewhat depending upon how much discussion is necessary, but it would seem that twenty weeks would be absolute minimum to achieve considered thought. Abreviation could be achieved in community validation and by running the junior high, intermediate and primary sequence study simultaneously instead of sequentially. Each reduction in time increases the burden and responsibility of the steering committe

Some alternatives to the process suggested here would be released time or summer workshops for representative individuals to work on the task. However, such alternatives preclude the participation of the vast majority of those teaching Social Studies. If time is to be taken and if participation is aspired to, that time and participation is especially important in deriving the scope and sequence at the goals and objectives stage.

APPENDIX A

REFERENCE NOTES

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2. Encyclopedia of Educational Research, The MacMillan Company, 1969. p. 1231-1241.
3. "Evaluation of Curricular Projects, Programs and Materials," Social Education, November, 1972, Vol. 36, No. 7. p. 749, 761.
4. Fraenkel, Jack R., Helping Students Think and Value, Prentice Hall, Inc.. Englewood Cliffs, New Jersey, 1973. p. 131-137, 229-230.
5. Joyce, Bruce and Weil, Marsha, Models of Teaching, Prentice-Hall, Englewood Cliffs, New Jersey, 1972.
6. Michaelis, John V.,Social Studies for Children in a Democracy, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1968. p. 13-26, 108-123.
7. Nichols, Arthur S. and Ochoa, Anna, "Evaluating Textbooks for Elementary Social Studies Criteria for the 'Seventies," Social Education, March, 1971, Vol. 35, No. 3. p. 290-294.
8. Trezise, Robert, "1974 Michigan Social Studies Textbook Study," Michigan State Department of Education, ERIC Document Reproduction Service No. ED 091-273.

APPENDIX B

October 15, 1975

Mr. Stowe Symmes
Executive Director Education Division
Joint Council on Economic Education
1212 Avenue of the Americas
New York, N. Y. 10036

Dear Stowe,

As we discussed during your recent visit to Spokane, our School District is currently undergoing a developmental study of its Social Studies program. In the course of our discussion you suggested that the resources for the Joint Council would be available to use for the purpose of surveying the participating D.E.E.P. schools and districts. Accordingly, I am forwarding to you a one page questionnaire which I would appreciate being distributed through the D.E.E.P. system and returned to me.

I will be happy to share the results of this survey with the responding districts through your office. Thanks for the opportunity.

Sincerely,

Frank L. Windishar
Program Development Specialist
Program Development Division

FLW:ms
enclosure

487

COPY

School or District ____________________

Address ____________________

____

School Population: ☐ over 50,000 students

☐ between 25,000 and 50,000 students

☐ under 25,000 students

1. On the chart to the left, please indicate to what extent are the following trends used in your current course and/or the planning of your curriculum:

	exclusively	mostly	frequently	often	seldom	never
-- mini courses - secondary level						
-- small unit development within other courses						
-- special courses of semester length or more						
-- change to trimester course length						
-- learning activity packages - individualized projects						
-- interdisciplinary education						
-- elementary						
-- junior high						
-- senior high						
-- basic (survival? or minimal education competencies) education						

2. On the chart to the left, please indicate to what extent is there an emphasis on:

-- knowledge (i.e. cognitive or factual) goals						
-- skills (e.g. budget, pricing, comparisons, etc.)						
-- values (e.g. security vs. freedom, growth vs. stability)						
-- attitudes (e.g. conservative vs. liberal, optimism vs. pessimism)						
-- adoption of multi-media materials						
-- adoption of multiple texts						
-- student needs assessment						
-- community participation in planning (including secondary students)						
-- core curriculum						

3. Does your district have Social Studies educational competencies, graduation requirements or scope and sequence guidelines to share? If so, please send along with your response to this questionnaire and make a notation of cost, if any.

SOCIAL STUDIES PHILOSOPHY REPORT

SO 009 981

BOARD OF DIRECTORS
SPOKANE SCHOOL DISTRICT NO. 81
R. E. Jorgensen, President
Judith A. Alexander, Vice President
Judy Conklin Pilder
Michael C. Ormsby
John Warn

Dr. Walter A. Hitchcock, Superintendent

SOCIAL STUDIES PHILOSOPHY REPORT

Program Development Division
February, 1976

PROGRAM DEVELOPMENT LOG

PROJECT TITLE SOCIAL STUDIES SCOPE & SEQUENCE K-12 PROJECT NUMBER 5/6-2

BRIEF DESCRIPTION:

SOURCE OF PROJECT: CYCLICAL CHART

PROJECT LEADER: PROGRAM DEVELOPMENT

(NUMBERS CORRESPOND TO PROGRAM DEVELOPMENT FLOW PROCESS CHART.)

		TARGET DATE ASSIGNED	DATE SUBMITTED	DATE APPROVED	RE
B 3-6	PROJECT EXPLORATION APPROVAL GIVEN BY:				
	Superintendent/Deputy (2)	8/25/75			
	Board of Directors (3)				
	Superintendent's Council (4)				
	Superintendent's Cabinet (5)				
B 7	CHARGE GIVEN TO: FRANK WINDISHAR Project Leader				
	Preliminary Audit 000 Program Projects				
	970 or 980 Programs Proj.				
	All other Program Proj.				
D 17	ANALYSIS & SYNTHESIS REPORT	11-26-75	11-26-75	11-26-75	S
D 15	COMMITTEE APPOINTED BY CABINET (list attached)			12-12-75	
E 18	GOALS & OBJECTIVES REPORT	2-2-76			
E 19	AUDIT MEETING				
G 27-29	PROGRAM ALTERNATIVES REPORT SUBMITTED	5-3-76			
	PROGRAM EVALUATION DESIGN				
	OUTPUT DOCUMENT COMPLETED	6-1-76			
H 29-34	IMPLEMENTATION DECISION:				
	SUBMIT FOR FUNDING	9-76			
	PILOT				
	IN-SERVICE				
I	PILOT - IN-SERVICE COMPLETED				
	EVALUATED				
J.	TRANSFERRED TO OPERATIONS DIVISION	9-76			
	DEVELOPMENT COMPLETE	9-76			

N.A. = Not Applicable

ACKNOWLEDGMENT

This Social Studies Philosophy Report has been developed with the authorization of Dr. Walter A. Hitchcock, Superintendent of Schools, and the Cabinet, which is advisory to him.

The following Educators from the Spokane School District served on the development team:

High School Representatives

Mr. Keith Rostvold	Shadle Park	(Principal)
Mr. Richard Pelkie	Continuation	(Asst. Principal)
Dr. Gregory Sanford	North Central	(Asst. Principal)
Mr. Donald T. Miller	Shadle Park	
Ms. Beatrice Gillespie	Shadle Park	
Mr. Lanney Martin	Rogers	
Mr. Jerry J. Hopkins	North Central	
Mr. Ronald B. Miller	Lewis and Clark	
Mr. Cary S. Heth	Ferris	

Junior High Representatives

Mr. David J. Williams	Glover	(Principal)
Mr. Francis Reamer	Havermale	(Principal)
Mr. James Joireman	Glover	
Mr. Patrick McGee	Salk	
Mr. Phillip Stohs	Shaw	
Mr. Norman Gall	Spokane Garry	
Mrs. Carol Gifford	Havermale	
Mrs. Georgiana Sutherlin	Libby	
Mr. Raymond Wickstrom	Sacajawea	

Elementary School Representatives

Mr. Donald McDavis	Westview	(Principal)
Mr. Ray S. Hoag	Bemiss	(Principal)
Ms. Sally Selover	Westview	
Mrs. Marilyn Highberg	Madison	
Mrs. Norma Froman	Linwood	
Mr. Meryl Bauer	Logan	
Mrs. Roberta Mayer	Whitman	
Mrs. Judith Dale	Cooper	
Mr. Charles Dysart	Bancroft	
Mrs. Frances Dunnigan	Wilson	
Mrs. Patricia Cook	Emerson	
Mrs. Christin Mikiska	Grant	
Mrs. Frida Shaw	Adams	
Mrs. Linda Amos	Franklin	
Mrs. Melody Axton	Pratt	

Mrs. Thalia Geisler	Program Operations
Mr. Michael Paul	Program Operations
Mr. Steven Lippitt	Program Development
Mr. Frank Windishar	Team Leader

SPOKANE PUBLIC SCHOOLS
District No. 81

September 3, 1975

MEMORANDUM

TO: Social Studies Department Chairperson

FROM: Program Development Division

RE: The Charge

The Program Development Division is requested to do an in-depth study of the District's social studies curricular program. The study should concentrate on the scope and sequence of the social studies program K-12.

The outcome of this study should be the recommendation of a workable and effective program which will provide a range of opportunities for all learners and an articulated sequential program of learning; i.e., the program of each year should depend and follow upon the knowledge, skills, values and attitudes gained in the preceding year. Recommendations should be consistent with the expressed goals of education of District #81, and with the understanding that the social studies program does have an integral relationship to other curricular areas.

The study should proceed in the following three phases according to the attached timeline schedule:

1. An analysis of what is now happening in the District and the immediate region, and a synthesis or summary of the trends and directions the social studies are taking as advocated by the literature on the subject.
2. An establishment of the goals and objectives of social studies education in such a way as to provide a variable standard of the kinds of knowledge, skills, values and attitudes the District 12 year graduate should achieve, and to provide the (year-by-year) goals and objectives through which this may be achieved.
3. To recommend, after a study of alternatives, the process(es) or program(s) of learning whereby the goals and objectives may be achieved.

It is anticipated that this study will be completed by May 31st and ready for implementation September, 1976.

FLW:ms
attach: timeline schedule

Administration Building W. 825 Spokane Falls Blvd., Spokane, Washington 99201 Phone: (509) 455-5242

1. What is/are the Social Studies?

Social Studies is one of the processes by which the society educates its young people to become effective citizens. It focuses on us, humanity, and our relationship to our past, present and future, and on our relationship to ourselves, to our environment and to our fellow human beings.

The following charts indicate the scope of the Social Studies.

SOCIAL STUDIES SCOPE K-12

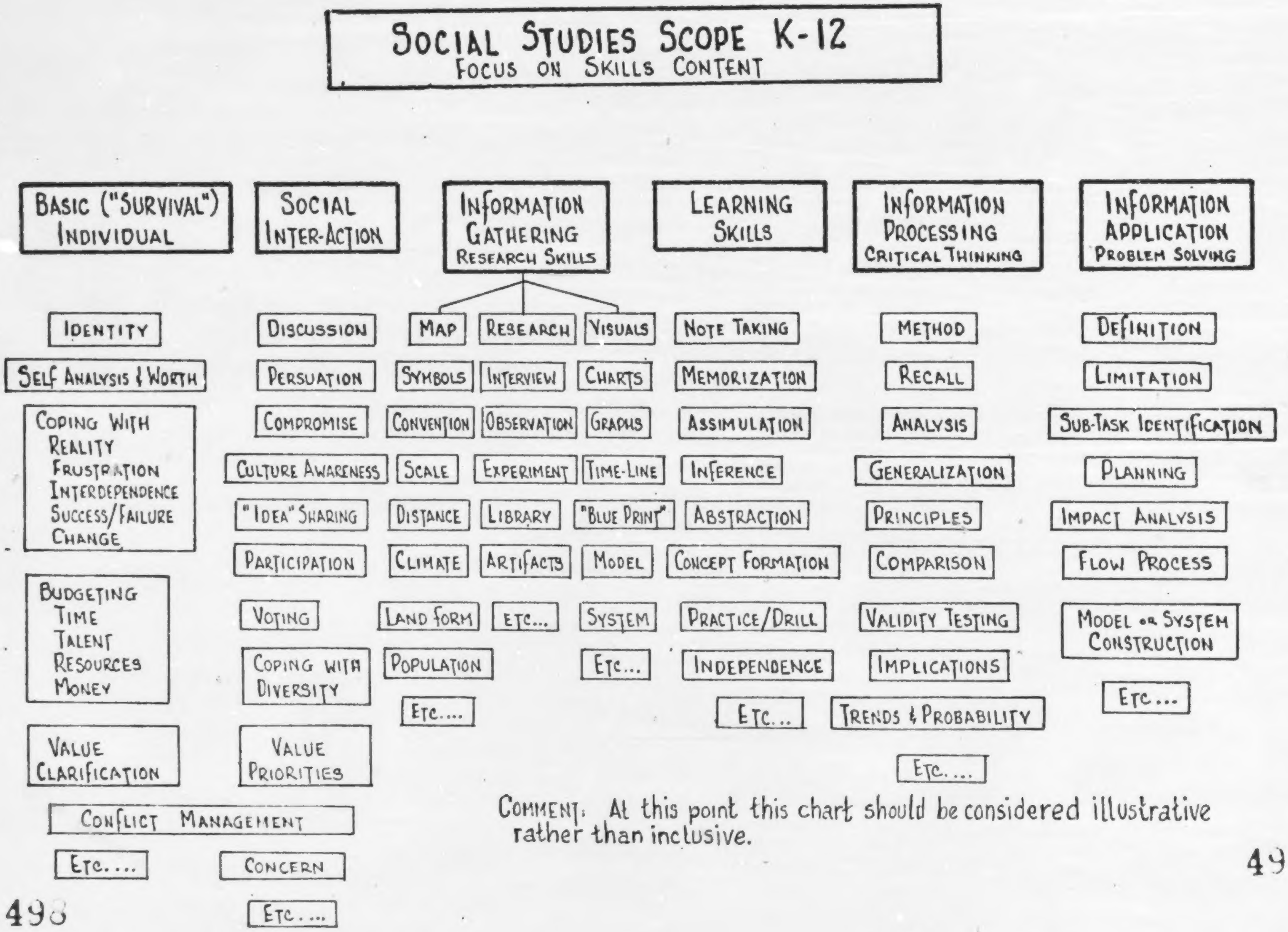
KNOWLEDGE	SKILLS	ATTITUDES & VALUES
HISTORY	BASIC "SURVIVAL"	PROCESS
GEOGRAPHY	SOCIAL INTER-ACTION	BASIC VALUES
CULTURAL STUDIES	INFORMATION GATHERING	ATTITUDES
SOCIOLOGY	LEARNING SKILLS	VALUE ISSUES
PSYCHOLOGY	INFORMATION PROCESSING	SOCIAL
ECONOMICS	INFORMATION APPLICATION	ENVIRONMENTAL
POLITICAL SCIENCE	ETC. ...	ECONOMIC
PHILOSOPHY		ETC. ..
ANTHROPOLOGY		
FUTURE STUDIES		
ETC. ...		

SOCIAL STUDIES SCOPE K-12

FOCUS ON KNOWLEDGE (CONCEPT) CONTENT

ANTHROPOLOGY	CULTURAL STUDIES	ECONOMICS	ENVIRONMENT (GEOGRAPHY)	FUTURE STUDY	HISTORY	PHILOSOPHY	POLITICAL SCI	PSYCHOLOGY	SOCIOLOGY
NATURE OF MAN	MINORITIES	PERSONAL	MEASUREMENT	PLANNING	HERITAGE	VALUES	INSTITUTIONS	IDENTITY	ASSOCIATION
FAMILIES	ETHNICITY	CONSUMER	DISTANCE	DECISION-MAKING	CHANGE	ATTITUDES	GOVERNMENT	GROWTH	FAMILY
PRIMITIVE SOCIETY	ART	CITIZENSHIP	LOCATION	ETC....	CAUSE-EFFECT	ETHICS	ISSUES & VALUES	PERSONALITY	LIFE STYLE
CEREMONIES OF LIFE	MUSIC	BUSINESS	CLIMATE		CONTINUITY	MORAL CODE	LAW	RELATIONSHIP	NEIGHBORS
ETC...	ARCHITECTURE	NATIONAL	RESOURCES		"ZEITGEIST"	HUMAN RELATIONS	CIVICS	DIVERSITY	RELATIONSHIP
	"RECREATION"	WORLD	POPULATION		LOYALTY	LOGIC	RIGHTS & RESPONSIBILITY	CHARACTER	COMMUNITY
	WORLD VIEW	CAREER	POLITICAL		INTERDEPENDENCE	HUMANITIES	CONFLICT MANAGEMENT	INTEGRITY	INSTITUTIONS
	COMMUNICATION	SYSTEM	SPACE		TIME	ETC....	PARTICIPATION	ETC....	SYSTEM
	ETC....	HISTORY	ETC....		LOCALITY		LEADERSHIP		ETC....
		GROWTH			REGION/STATE		SYSTEM		
		DEMAND ETC.			NATION		ETC....		
		ETC....			WORLD				
					OTHER CULTURE				
					ETC....				

COMMENT: At this point this chart is indicative rather than inclusive.



SOCIAL STUDIES SCOPE K-12
FOCUS ON SKILLS CONTENT

BASIC ("SURVIVAL") INDIVIDUAL
- IDENTITY
- SELF ANALYSIS & WORTH
- COPING WITH
  - REALITY
  - FRUSTRATION
  - INTERDEPENDENCE
  - SUCCESS/FAILURE
  - CHANGE
- BUDGETING
  - TIME
  - TALENT
  - RESOURCES
  - MONEY
- VALUE CLARIFICATION
- CONFLICT MANAGEMENT
- ETC....

SOCIAL INTER-ACTION
- DISCUSSION
- PERSUATION
- COMPROMISE
- CULTURE AWARENESS
- "IDEA" SHARING
- PARTICIPATION
- VOTING
- COPING WITH DIVERSITY
- VALUE PRIORITIES
- CONCERN
- ETC....

INFORMATION GATHERING
RESEARCH SKILLS
- MAP
  - SYMBOLS
  - CONVENTION
  - SCALE
  - DISTANCE
  - CLIMATE
  - LAND FORM
  - POPULATION
  - ETC....
- RESEARCH
  - INTERVIEW
  - OBSERVATION
  - EXPERIMENT
  - LIBRARY
  - ARTIFACTS
  - ETC...
- VISUALS
  - CHARTS
  - GRAPHS
  - TIME-LINE
  - "BLUE PRINT"
  - MODEL
  - SYSTEM
  - ETC...

LEARNING SKILLS
- NOTE TAKING
- MEMORIZATION
- ASSIMULATION
- INFERENCE
- ABSTRACTION
- CONCEPT FORMATION
- PRACTICE/DRILL
- INDEPENDENCE
- ETC...

INFORMATION PROCESSING
CRITICAL THINKING
- METHOD
- RECALL
- ANALYSIS
- GENERALIZATION
- PRINCIPLES
- COMPARISON
- VALIDITY TESTING
- IMPLICATIONS
- TRENDS & PROBABILITY
- ETC....

INFORMATION APPLICATION
PROBLEM SOLVING
- DEFINITION
- LIMITATION
- SUB-TASK IDENTIFICATION
- PLANNING
- IMPACT ANALYSIS
- FLOW PROCESS
- MODEL OR SYSTEM CONSTRUCTION
- ETC...

COMMENT: At this point this chart should be considered illustrative rather than inclusive.

SOCIAL STUDIES SCOPE K-12

FOCUS ON ATTITUDES & VALUES CONTENT

PROCESS
- IDENTIFICATION
- CLARIFICATION
- UNDERSTANDING
- TESTING:
  - ROLE EXCHANGE
  - UNIVERSAL CONSEQUENCE
  - NEW CASES
- PRIORITIES
- TENTATIVE COMMITMENT
- CHARACTER, ETC....

BASIC VALUES
- SELF WORTH
- CONCERN, RESPECT OTHERS
- "DEMOCRATIC" PROCESS
- INITIATIVE
- INTEGRITY
- OPENESS/TRUST
- ETC....

ATTITUDES
- DUTY -VS- PLEASURE
- IDEALISM - REALISM
- CONSERVATIVE - LIBERAL
- OPTIMISM - PESSIMISM
- ETC....

VALUE ISSUES
- **SOCIAL**
  - STATUS - EQUALITY
  - LOYALTY - DISSENT
  - HERITAGE - PROGRESS
  - RIGHTS - RESPONSIBILITIES
  - SECURITY - FREEDOM
  - INDIVIDUALITY - CONFORMITY
  - JUSTICE - POWER
  - ETC.
- **ENVIRONMENTAL**
  - NATURE - HUMAN CONTROL
  - BEAUTY - FUNCTION
  - QUANTITY - QUALITY
  - ETC....
- **ECONOMIC**
  - GROWTH - STABILITY
  - JUSTICE - PROFIT
  - EFFICIENCY - EFFECTIVENESS
  - INVESTMENT - SATISFACTION
  - AUTONOMY - INTERDEPENDENCE
  - ETC....

2. How do the Social Studies fit into the District program?

The scope of the Social Studies is much more than history alone. History is not being neglected. Rather, the study of human beings is expanded. Social Studies teachers, together with their students, may indeed explore the entire spectrum of human knowledge, attitudes, values and actions when necessary to understand people and their relationships in the world in which they live. The scope now extends to skills in the processes of thinking and the opportunities to analyze, clarify and define their own set of values - that is, learners may be able to develop standards by which they can live productive and satisfying lives. Facts and skills associated with the various Social Studies disciplines are as important as ever. However, they have become only tools to help the learners develop the ability to think clearly, to feel with compassion, and to make intelligent decisions and choices.

Man is of value as an individual because of his potential. He is curious, lives in groups, attempts to solve problems, and is continuously learning.

The role of the school, as an integral part of the community, is to enhance man's ability to learn and to provide a variety of learning experiences which will be relevant to the learner today as well as in the future. The experiences should provide an opportunity for the learner to succeed and to develop positive feelings toward himself.

The Social Studies provides the framework within which the learner can grow in ability to accept the responsibilities of living in a democratic society. It will provide an opportunity for the learner to gain the knowledge, skills and values necessary for an appreciation and understanding of change and culture. Through the Social Studies the learner will be given an opportunity to gain an understanding of, and respect for, the responsibilities and rights of all mankind.

3. What degree of consistency must be maintained in the District program? To what extent must the program be the same in every building at each grade level in the District?

   In order to maintain a high level of cooperation and consistency among the teachers at the various grade levels, it is necessary for School District #81 to provide a testing program for minimal Social Studies goals at various grade levels and remedial programs for those students unable to meet the minimal goals in the District's Social Studies Program Guide. Consistency should be maintained on a District level in regard to:

   1. basic, i.e. survival, Social Studies skills,
   2. the general goals of the Social Studies,
   3. resources needed for learning and available to students and teachers.

   The specific mode of teaching and how to use these materials should be left to the discretion of the teacher based on the needs and ability of the students for whom that teacher is responsible.